

ARKANSAS

February 27, 2012

ESEA Flexibility

Request



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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department’s Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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Four data files in Excel spreadsheets are attached electronically but separate from this PDF.

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 students with disabilities, 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. Beginning in November 2011, the ADE conducted five regional meetings across the state to collect in-person feedback. At each meeting, the presentation was given twice—afternoon and evening—in order to provide ample opportunity for teacher and community input.

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 School 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, 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.

The ADE provided a public comment email address (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%2Fadsharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx](http://www.arkansas.gov/memos/default.asp?ID=515&Source=http%3A%2F%2Fadsharepoint2%2Earkansas%2Egov%2Fmemos%2Fdefault%2Easpx). The survey yielded more than 200 respondents.

As with any other major change, the ADE consulted with its Committee of Practitioners and met in person with stakeholders representing parents, business, other state education agencies, AEA, AAEA, ASBA and a local Chapter of the NAACP to solicit input throughout the application process. 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, civil rights groups and adult English language learners. 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 waiver request, especially in the areas of (a) communication to school employees and the public and (b) smoothness of transitional implementation.”

The ADE will continue its stakeholder engagement following its official Flexibility request. ADE staff will tour the state to educate schools and members of the public on changes being made to the state's accountability system. Online tutorials and videos will be produced to explain aspects of the request. This is an important effort to ensure legitimacy of the state's plan with teachers, school leaders, parents and members of the public.

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.

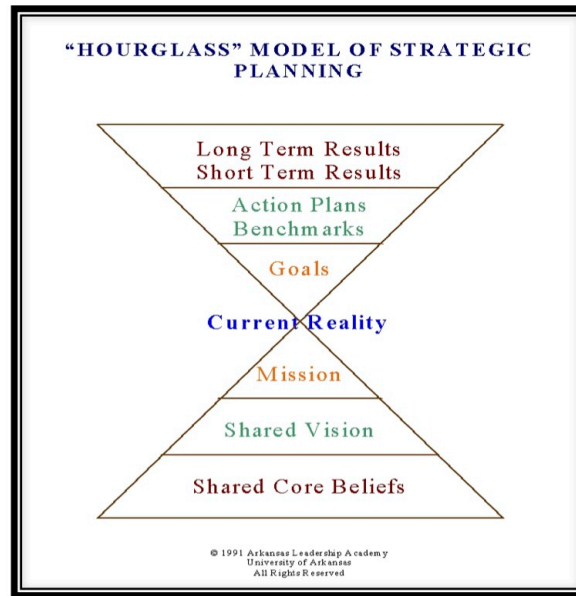
- Cultivate relationships with child-serving agencies to maximize scarce resources, reduce duplication of efforts and provide a coherent set of services to children and families.
- Pursue grants to support the mission, vision and strategies of this plan.

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 waiver 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 waiver 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/English learner 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 waiver 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 (AEE TT) 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 AEE TT 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 include integration of 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 by enabling 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 waiver 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.

<p>Option A</p> <p><input checked="" type="checkbox"/> 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.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 7)</p>	<p>Option B</p> <p><input type="checkbox"/> 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.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>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)</p>
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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

Transition	Implementation
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 English learners (EL) and students with disabilities (SWD) are able to fully access the CCSS, our comprehensive plan for providing teachers and principles 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 English learners 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 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.

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 24th 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. Students with Disabilities (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.

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, 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 assist the state by guiding the state's efforts during implementation of the CCSS, assisting 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 -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:

- 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.
- 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 will continue 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. 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 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 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 students with disabilities. 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 increased 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' linguistic demands.

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

IMPLEMENTATION TIMELINE

Activities	Timeline
<p>Goals: 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 teaches and increased retention for special education teaches</p>	<p>2009 – 2014 and ongoing</p>

<p>Activities: 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 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’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</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>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>Year I 2009 - 2010</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>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</p>	<p>Year III 2011 – 2012 (to date) and ongoing</p>

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)	
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 EL 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>

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, Inc., an affiliate of the National Math and Science Initiative, 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 Arkansas Advanced Initiative for Math and Science, Inc. 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, Inc. is to increase the number of students taking and scoring 3 or higher on AP math, science and English exams. AAIMS, Inc. 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.

August 16, 2011, announced the creation of STEM Works, the Governor's initiative to increase knowledge of science, technology engineering and math. 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.

The districts and the tech 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. We know that higher education plays multiple roles in ensuring the success of the CCSS and perhaps 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 working in partnerships with 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 21st 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 and by virtue of positions. 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 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.

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, to increase 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 to embracing and operating from a mutual understanding of the teacher 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—at least one course beyond algebra II, three years of lab-based science, three years of history, two years of the same foreign language, 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 are on track to complete the Smart Core by the end of this school year.

Transition to New Assessments

In Arkansas, the transition to the CCSS will be simultaneous to a related transition to 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 (IHE's), 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 rethink 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’ level of college and career readiness (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>Option A</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>Option 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, beginning no later than</p>	<p>Option C</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 SEA will submit the assessments and</p>
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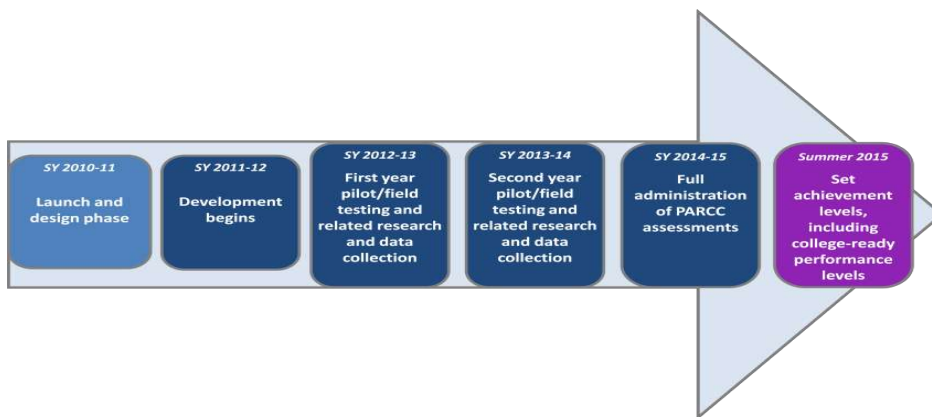
	<p>the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>academic achievement standards to the Department for peer review. (Attachment 7)</p>
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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.



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 waiver 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 English Learners (EL) and Students with Disabilities (SWD).
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's 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 waiver. 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. Students with disabilities (SWD) and English Learners (EL) 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.

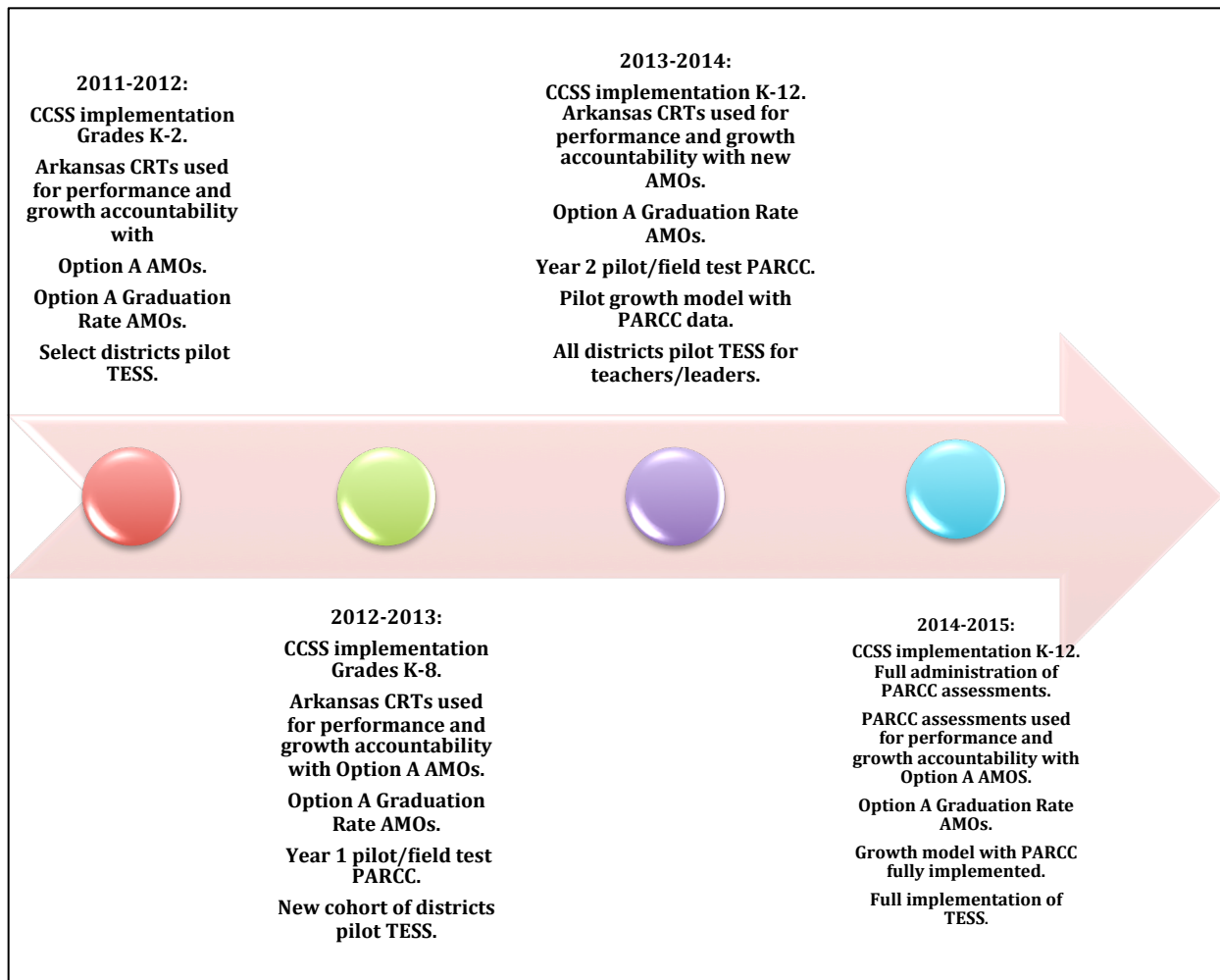


Figure 2.1. Arkansas's timeline for implementing CCSS and assessments for CCR.

The ADE proposes the continued use of its existing CRTs for accountability determinations under this flexibility waiver 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 were 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 within 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) have 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. Further, twice the percentage of students completed degrees that scored Proficient on the Grade 11 Literacy Exam compared to the percentage of students that completed degrees who 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 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. 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 maximize 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 A). 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 NCLB subgroups within their schools. Using prior performance-based AMOs with Option A, 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.

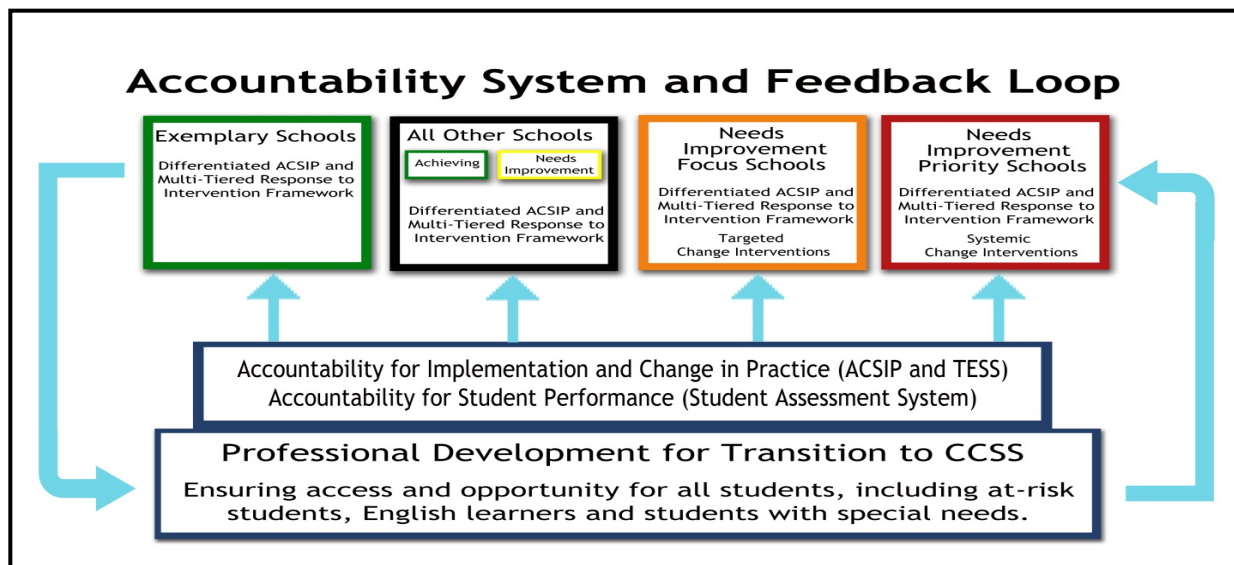


Figure 2.2. Differentiated Accountability, Recognition and Tiered Support System overview.

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, 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 NCLB subgroups: economically disadvantaged students, English Learners (EL) and Students with Disabilities (SWD). The TAGG will decrease the effect of the minimum N, dramatically increasing rates of inclusion of specific subgroups, African Americans, EL and SWD in particular, and increasing the number of schools accountable for students in the NCLB 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 NCLB 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.

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 in state-mandated assessment scores and graduation rates for underperforming subgroups of students still exist 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).

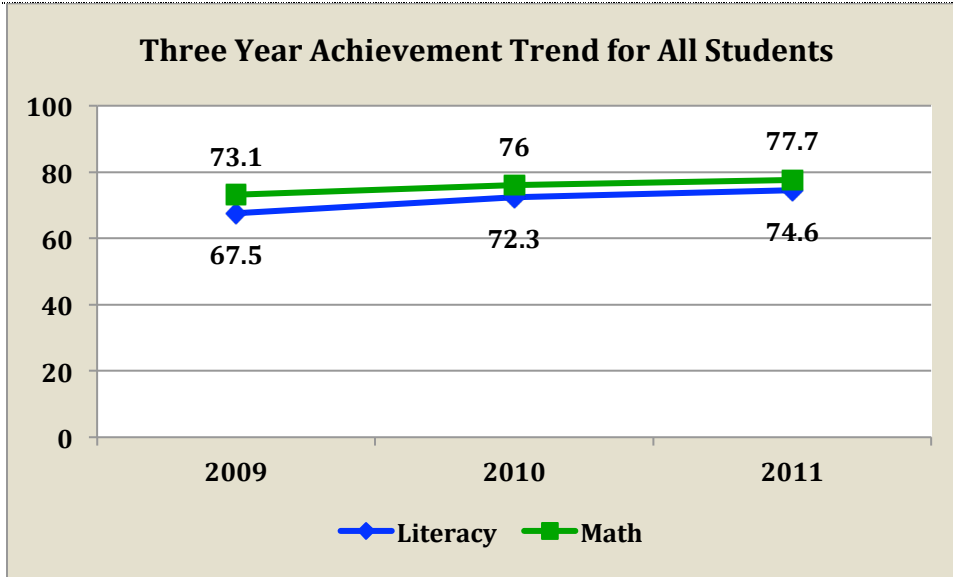


Figure 2.3. Three-year achievement trends for all students in math and literacy.

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 English Learners and Hispanic students.

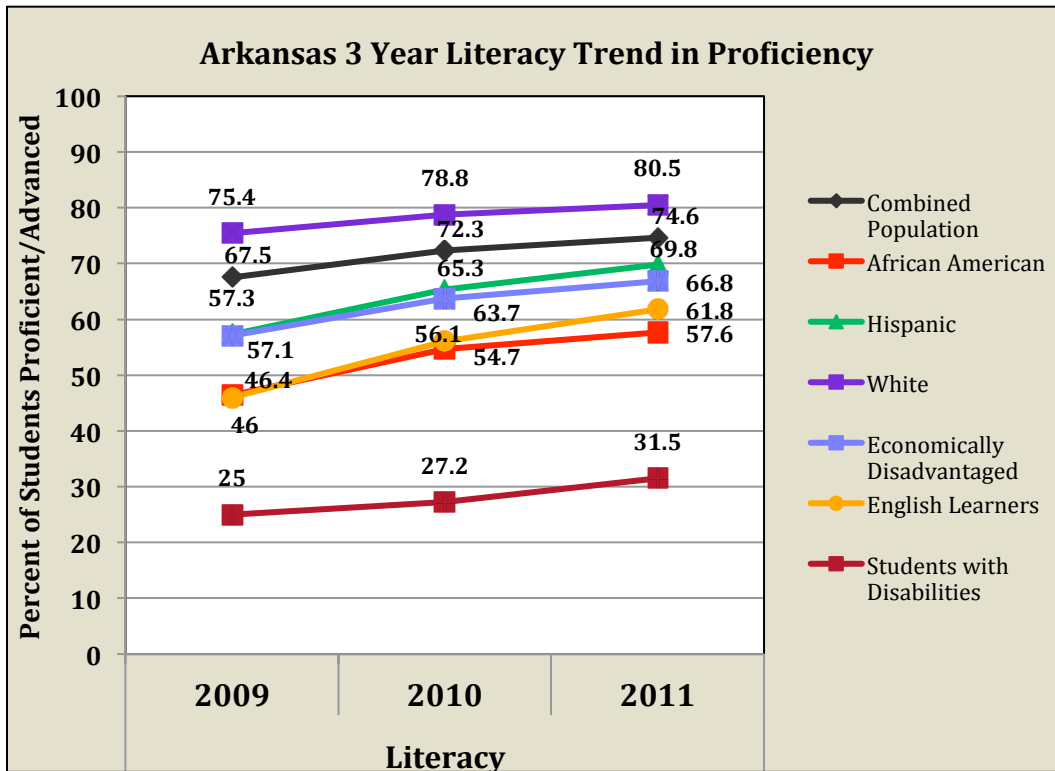


Figure 2.4. Three-year literacy trends by NCLB subgroups.

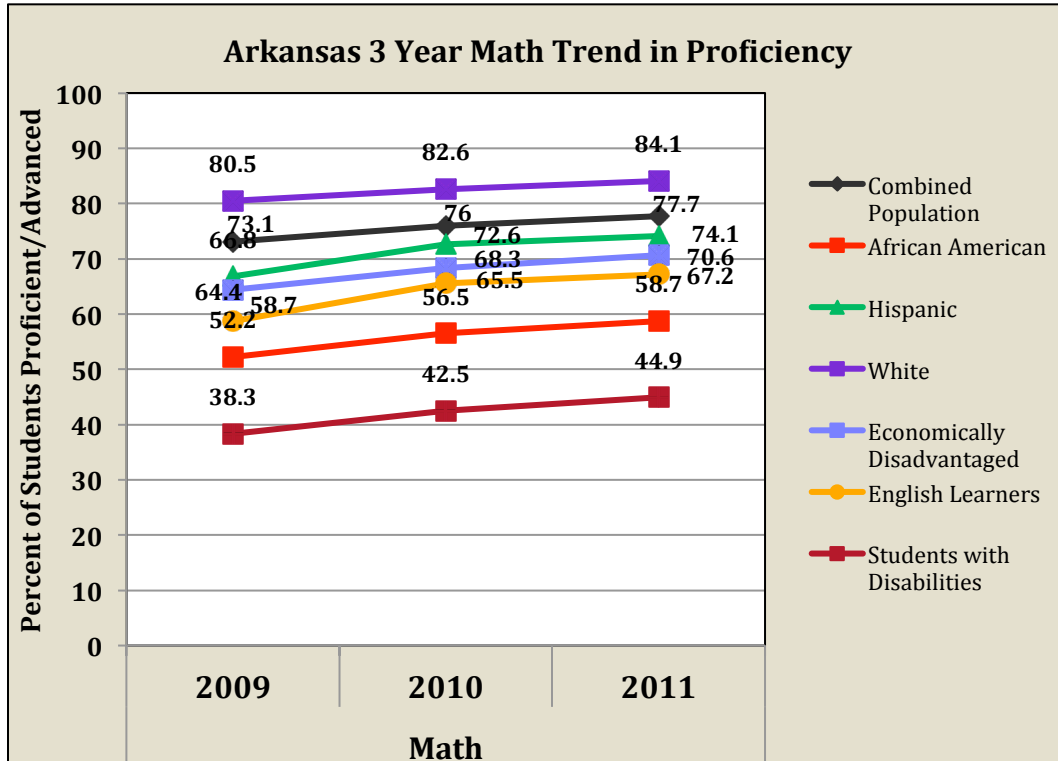


Figure 2.5. Three-year trends in math for NCLB subgroups.

Obviously, segments of our student population have struggled to achieve at desired levels. This ESEA Flexibility waiver 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 a 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 NCLB 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%
Hispanic	13%	76%	89%
Caucasian	84%	6%	95%
Econ. Disadvantaged	92%	4%	96%
English Learners	9%	54%	63%
Students with Disabilities	16%	80%	96%

As illustrated earlier in Figures 3 and 4, Students with Disabilities 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 SWD 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 NCLB 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 NCLB Subgroups with Minimum N of 40 and 25

Group	Schools with subgroup that meets Minimum N (40)	Schools with subgroup that meets Minimum N (25)
African American	33%	38%
Hispanic	13%	20%
Caucasian	84%	88%
Econ. Disadvantaged	92%	96%
English Learners	9%	13%
Students with Disabilities	16%	38%

Note only 38 percent of schools would be accountable for African American students, an increase of only 5 percent for a minimum N of 25 rather than 40 students. The SWD subgroup doubles the percent of schools accountable, yet almost two thirds of Arkansas's schools would still be unaccountable for SWD as its own subgroup. The ADE proposes to address the persistence of achievement gaps such as this through this waiver 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 or at risk subpopulations, thus requiring accountability for all students in their care. While each subpopulation would have individual AMOs, continue to be reported separately and still be used to plan interventions and support; the TAGG, in addition to the All Students group, would be used to identify focus schools, and to inform accountability labels for all schools in the P-12 system, thus triggering the system of supports and interventions. This change in a key trigger for accountability will enable more schools to be held accountable for closing the gap between its top performing students and any of its lower performing students by removing the unintended incentive to ignore subgroups that do not meet the minimum N under the current system.

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. 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
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 NCLB subgroups alone. Ninety percent of Arkansas’s schools have a TAGG that meets the minimum N of 40.

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.

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 – truly successfully 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 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.

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. Concurrently, 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.

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 NCLB 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 EL 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 90 percent of the schools in Arkansas. This is particularly important in schools where EL 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 reconceptualized 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 NCLB 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

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 A for individualized 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 40 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 NCLB 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 2011 baseline graduation rates and Option A 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.

Multi-tiered Support System: Incentives and Interventions

The proposed DARTSS will result in determinations for all schools 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. Within the broader accountability framework, Exemplary Schools, Need Improvement Focus Schools and Needs Improvement Priority Schools will be identified to differentiate further among degrees of school performance. This flexibility request includes a careful plan for providing a congruent system of reward/recognition, incentives, supports and interventions. 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 requires 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." 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. 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 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 School Improvement Specialists (SISs), School Support Teams 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. 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 ultimately, District Academic Distress Status and state sanctions.

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 waiver 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 AMOs calculated for All Students, TAGG, and NCLB subgroups using 2011 CRT results.

Spring/Summer 2012 (Given Flexibility Waiver is granted)

- Exemplary, Priority and Focus Schools determined using 2011 CRT results and other indicators as approved by USDE in the waiver 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 NCLB 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.

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 AMOs—All Students and TAGG (will include high schools once PARCC assessments are fully implemented)
 - High Schools meet proficiency gap AMOs *and* graduation rate AMOs—All Students and TAGG.
 - Apply Minimum N of 40 or 5% of ADM for schools at or over 800 ADM.
 - Concomitant and transparent reporting of NCLB 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 NCLB subgroups.
 - Report progress toward meeting growth AMOs— All Students, TAGG, and NCLB subgroups.
 - Report high schools' progress toward meeting graduation rate AMOs—All Students, TAGG and NCLB subgroups.
- Apply confidentiality N of 10 for reporting purposes.
- School-based review of All Students, TAGG and NCLB 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 waiver. 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. Students with disabilities (SWD) and English Learners (EL) 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>Option A</p> <p><input checked="" 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>Option 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>Option C</p> <p><input 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 proficiency based on assessments</p>
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		administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)
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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 NCLB 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, EL and SWD. Using these criteria, 90 percent of schools have a TAGG that meets the minimum N of 40 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 A were calculated as follows. The percentages of students not meeting the proficient cut score in math and literacy in 2011 were calculated at the school level for All Students, TAGG and NCLB subgroups. Math and literacy AMOs were calculated separately. The percentage of students *Not Proficient* represents the *Proficiency Gap* for each group within the school. Under Option A, the *Proficiency Gap* must be reduced by half by 2017. Table 2.5 provides an example of the calculations within a school for All Students and the TAGG. NCLB Subgroups were also calculated for all schools 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 level for All Students, TAGG and NCLB 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. Under Option A, 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. NCLB Subgroups were also calculated for all schools 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 2011 were used to determine AMOs using Option A. 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 2011 were calculated at the school level for All Students, TAGG and NCLB subgroups. The percentage of students *Not Graduating* represents the *Graduation Gap* for each group within the school. Under Option A, the *Graduation Gap* must be reduced by half by 2017. Table 2.7 provides an example of the calculations within a school for All Students and the TAGG. NCLB Subgroups were also calculated for all schools using the same procedure.

Table 2.7.

Sample Graduation Gap and Annual Measurable Objective Calculations

All Students' Proficiency AMOs	TAGG's Proficiency AMOs
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 based on 2011 performance and growth consistent with Option A. 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 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 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.

The ADE will reset AMOs upon full implementation of the PARCC assessments in 2014-2015.

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.

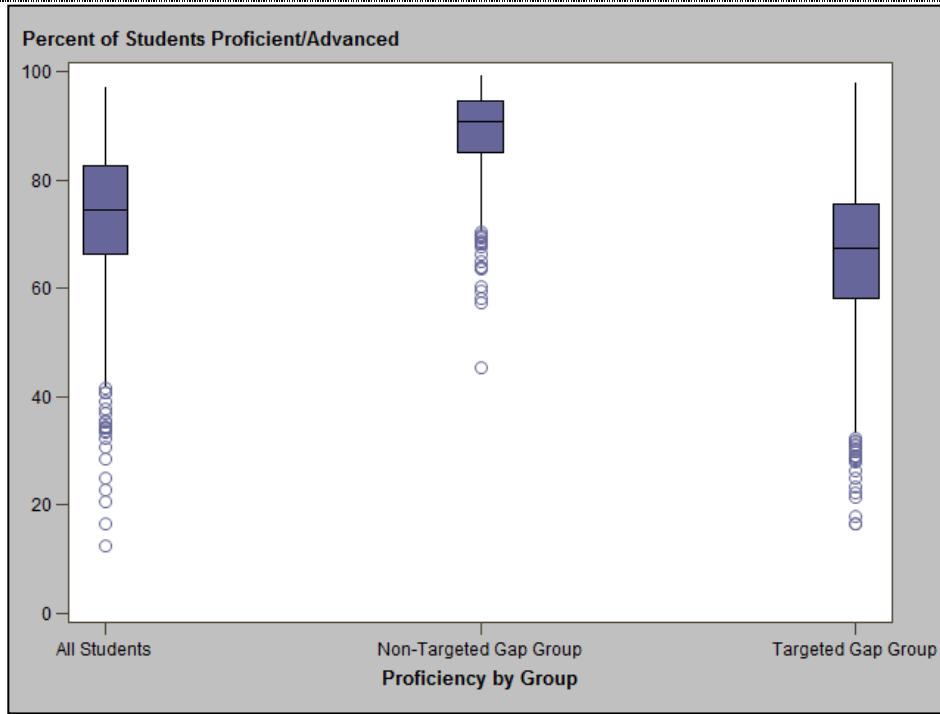


Figure 2.7. Literacy Performance for All Students and Targeted and Non-Targeted Achievement Gap Group.

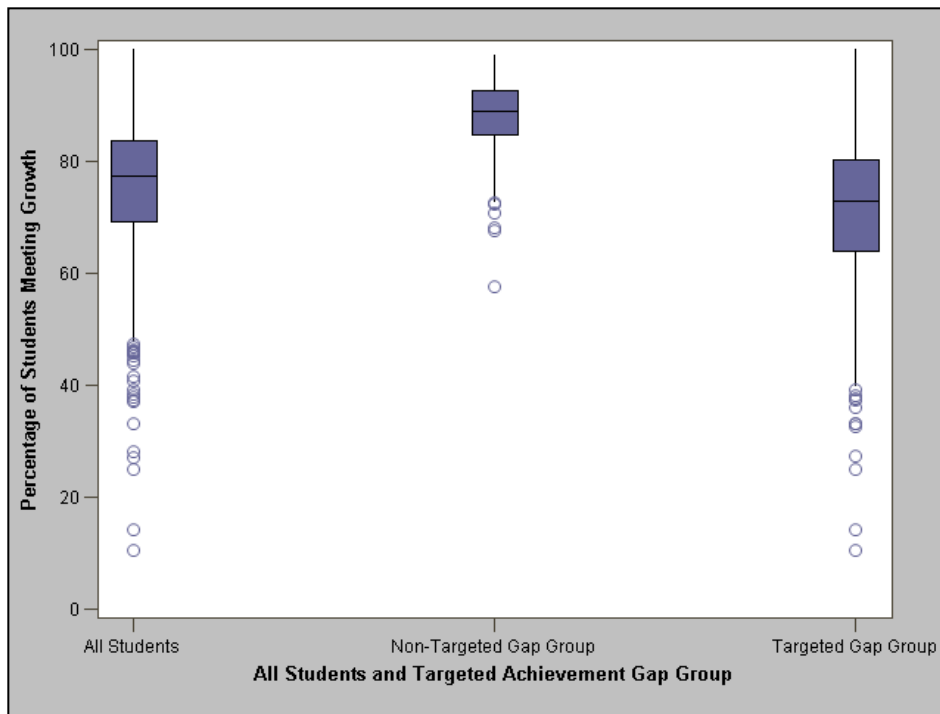


Figure 2.8. Literacy Growth for All Students and Targeted and Non-Targeted Achievement Gap Group.

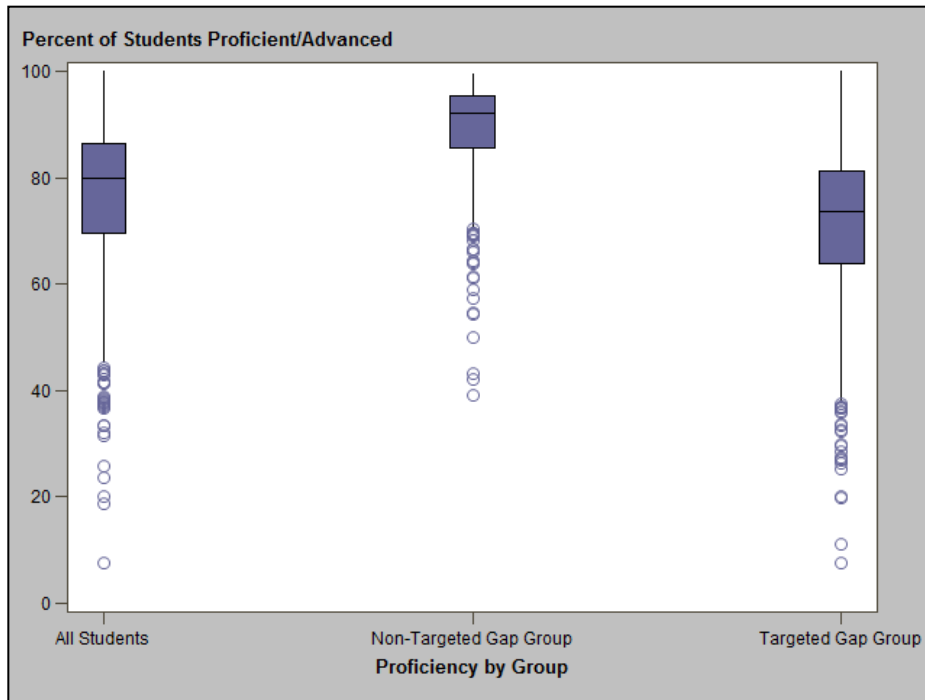


Figure 2.9. Math Performance for All Students and Targeted and Non-Targeted Achievement Gap Group.

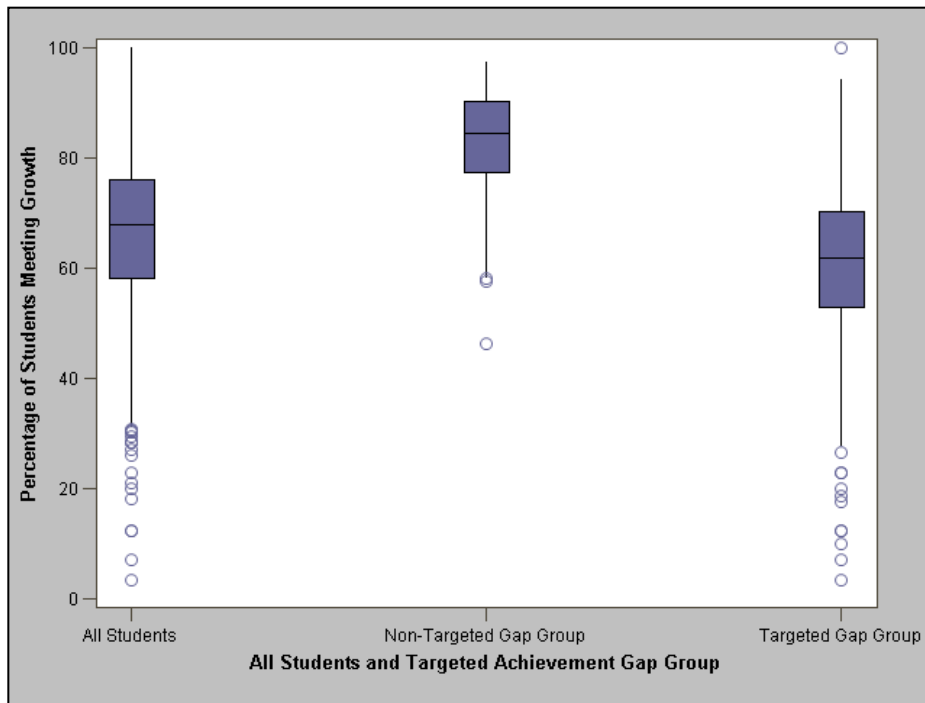


Figure 2.10. Math Growth for All Students and Targeted and Non-Targeted Achievement Gap Group.

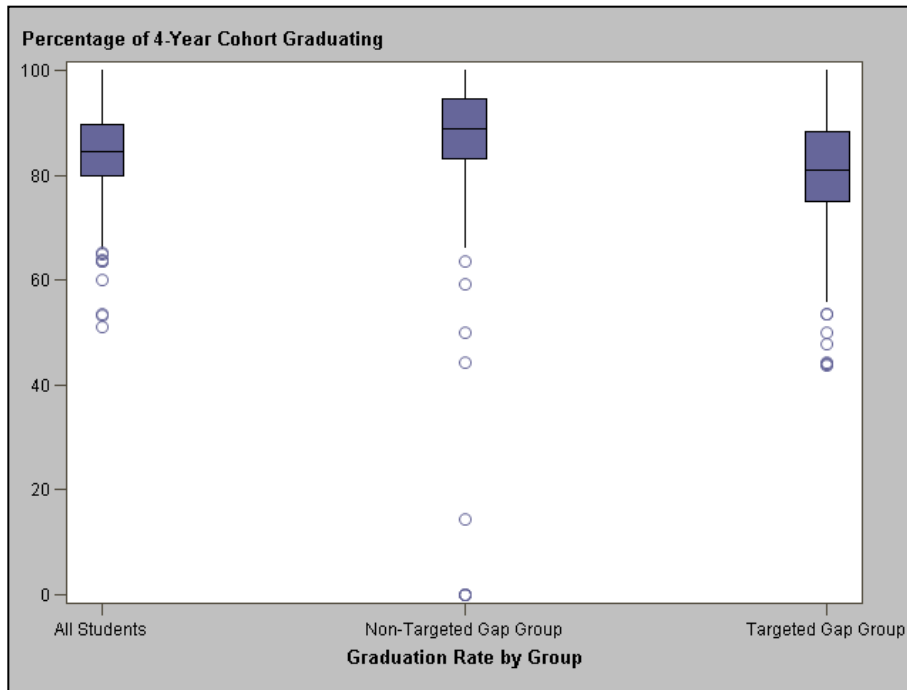


Figure 2.11. Graduation Rate for All Students and Targeted and Non-Targeted Achievement Gap Group.

A concern of stakeholders communicated through the regional meetings and follow-up draft review meetings was that of high performing schools becoming Needs Improvement Schools because their proficiency gap is so small in 2011 and their AMOs would place 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 a 5 percent variance at the top of the proficiency continuum, growth and graduation rate continuum such that all schools are required to close the proficiency, growth and graduation rate gaps in half within six years, but schools are credited as Achieving when their percentage Proficient, percentage meeting growth, and/or percentage graduating meet or exceed 94 percent. The AMOs for proficiency and growth for mathematics and literacy and the AMOs for graduation rates based on 2011 results are available in a separate electronic document and reflect this 6 percent allowance at the top of the performance, growth and graduation rate continuums.

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 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. 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 waiver. 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 NCLB subgroups, and these schools must meet 95percent tested for Combined Population and the TAGG in order to be considered for Exemplary School designation.

For the purposes of determining schools considered to have high TAGG populations, the ADE proposes using the criterion of a school population with two-thirds of its students as at risk or TAGG students. This criterion 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 as 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 99th percentile (K-5) or the 95th percentile (6-8 and 9-12). Schools were eliminated if subgroup performance demonstrated significant gaps between all students and the subgroup. The same process was completed for high progress schools. A further check of graduation rates for high schools was completed prior to finalizing the lists to ensure graduation rates and graduation rate gaps would not disqualify the school from Exemplary School status.

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 a category of schools for closing the gap or turning around performance.

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

Twenty-seven schools are eligible for Exemplary School Designation based on high performance. Sixteen of the schools are Title I Schools, and ten of the Title I Schools have at least 66.7 percent of students in the TAGG.

Fourteen schools are eligible for Exemplary School Designation based on high progress. Twelve of these schools are Title I Schools, and 11 of the high progress schools have at least 66.7 percent of students 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 the Arkansas Comprehensive School Improvement Plan (ACSIP) and will submit ACSIP plans on a 3-year cycle provided these schools continue to meet accountability requirements to be designated an Exemplary School. This will reduce paperwork burden for these schools and recognize that their current plans are working.

Exemplary Schools will receive public recognition for 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 serve a similar capacity across the P-12 educational system by hosting opportunities to observe and discuss exemplary practices. Additional funds will be requested to support Exemplary Schools’ expenses related to travel to state and regional conferences to share best practices and hosting 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 Act 35 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 800 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 School Improvement Specialist (SIS) and School Support Team 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 following 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, Arkansas Public Schools identified as being in school improvement year three and beyond shall participate in a scholastic audit conducted by the ADE or its designees.

Under this 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. 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 for Supplemental Educational Services (SES) to support implementation of its PIP with approval from the ADE as long as State statutory requirements for SES are met. Schools must commit to a minimum term of three years of collaboration with the 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.

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 & 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 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 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
 - a. 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 (PD).
8. External providers shall provide appropriate credentials and prior experience of staff.
9. External providers shall engage in collaborative, formative evaluation of the providers', districts' and schools' effectiveness by ADE Learning Services division.

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 waiver 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 School Support Team (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 schools’ 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.
 - 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

- District and school leadership team works with ADE SIS and SI team to develop leader and teacher effectiveness interventions.
 - Transfers in or out (*Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers*)
 - 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. Seventy-five percent of schools in School Support Program had 2 or more principals within the three years of School Support Program interventions.
- District and school leadership teams work with ADE school improvement team and external provider to develop a three year Priority Intervention Plan as a component of the Arkansas Consolidated Improvement Plan (ACSIP). PIP must address:
 - Teacher effectiveness (*Turnaround Principles 1 & 2: Strong Leadership & Effective Teachers*)
 - 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 lead improvement specialist 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 lead improvement specialist 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.
- ADE lead improvement specialist 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 lead SI 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. SI 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.
- ADE SI division 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 SI team. (*Turnaround Principle 7: Community Engagement*)
- PIP is revised to address findings from Year 2 PIP progress report.
- Priority Schools meeting AMOs for All Students and TAGG for 2nd consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SI team.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status.
 - 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 lead 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 lead SI 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. SI 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 SI division provides quarterly reports on Priority School progress to State Board of Education. (*Turnaround Principle 7: Community Engagement*)
- PIP is revised to address findings from Year 2 PIP progress report.
- Priority Schools meeting AMOs for All Students and TAGG for 2nd consecutive year exit Priority status, and must maintain interventions as outlined in the PIP for 3 years with revisions approved by ADE SI team.
- Priority Schools and their LEAs that fail to meet interim measurable objectives may be subject to Academic Distress status.

- 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 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.

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 accountability for students in underperforming at risk subgroups. Lowering the minimum N to 25 would result in a small increase to the schools accountable for NCLB 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 NCLB 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 classification as a Focus School. Annual reporting to the public will include the TAGG and NCLB subgroup indicators reported separately as indicated in Section 2.A. The purpose of reporting NCLB subgroups where the subgroup includes 10 or more students rather than use the NCLB subgroups 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 supporting a focus on group labels. The TAGG exposes hidden achievement gaps by creating a subgroup that meets the minimum N in 90 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 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 criterion-referenced assessments 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 NCLB 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 school's 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 NCLB 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. Post-analysis of the Focus Schools indicated Focus Schools' achievement gaps ranged from 29 to 52 percentage points with a mean of 33 percentage points difference between the TAGG and Non-TAGG students. The range of the White/SWD gap was from 8.8 percent to 81.0 percent with a mean of 50.0. percentage point gap. The 107 Focus Schools were then compared to the next 100 schools in the sorted list to determine whether the bottom 10 percent based on the size of the TAGG/Non-TAGG gap were significantly different from the next 10 percent for the TAGG/Non-TAGG gap, the white/African American gap, the white/Hispanic gap, the white/poverty gap, the white/EL gap, and the white/SWD gap. The Focus Schools had significantly larger gaps for all comparisons except the size of the white/Hispanic gap further supporting the notion that the TAGG/Non-TAGG gap is capturing schools among those with the largest achievement gaps.

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 access and 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 have a 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. 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. ADE anticipates there will be a large 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 Targeted Intervention Plan (TIP) sufficient to result in Focus Schools reducing the magnitude of the identified achievement gap as measured by their annual AMOs for the TAGG and each subgroup within the TAGG. The ADE recognizes districts with Focus Schools may vary in their size, school configurations, and Title I, Part A allocations. The district and Focus School leadership may need to seek ADE approval to reallocate resources toward interventions determined through this in depth analysis of its needs.

Focus Schools will have the option to partner with an external provider to develop and/or implement their TIP. The external provider must meet qualifications as outlined in the External Provider Requirements for Focus Schools. 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

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, 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 will be required to submit 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 of the Commissioner’s announcement) on schools’ 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 SIA and/or an ADE approved external provider to finalize 3-year Targeted Intervention Plan within its ACSIP plan. The TIP must address the concerns and obstacles identified as contributing to the achievement gap.
- Given the statewide low performance of SWD students, 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 students with disabilities. 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 EL students 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.
- The ADE SIS will monitor quality and effectiveness of the district and school in meeting interim objectives and summative annual measurable objectives 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.
 - 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 oversight team and lead improvement specialist.
- 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, 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 SI division 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 SI team.

- 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, 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 SI division 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.

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.

- 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 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. Requiring that all NCLB subgroups' progress contributing to the achievement gap 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: 804

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.

Table 2: Reward, Priority, and Focus Schools

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
DISTRICT 1	SCHOOL 14			C	
DISTRICT 2	SCHOOL 15			C	
DISTRICT 3	SCHOOL 16			C	
FORT SMITH SCHOOL DISTRICT	TRUSTY ELEMENTARY SCHOOL	050633000377		C, E	
DISTRICT 5	SCHOOL 17			C	
DISTRICT 6	SCHOOL 18			C	
DISTRICT 6	SCHOOL 19			C	
DISTRICT 7	SCHOOL 20			C	
DISTRICT 8	SCHOOL 21			C	
DISTRICT 9	SCHOOL 22			C	
PULASKI CO. SPEC. SCHOOL DIST.	JACKSONVILLE HIGH SCHOOL	051185000919		C, D, E	
DISTRICT 9	SCHOOL 23			C	
DISTRICT 10	SCHOOL 24			C	
N. LITTLE ROCK SCHOOL DISTRICT	ROSE CITY MIDDLE SCHOOL			C	
LITTLE ROCK SCHOOL	HALL HIGH SCHOOL			C, E	

DISTRICT					
DISTRICT 11	SCHOOL 25			C	
DISTRICT 11	SCHOOL 26			C	
DISTRICT 11	SCHOOL 27			C	
DISTRICT 11	SCHOOL 28			C	
LITTLE ROCK SCHOOL DISTRICT	J.A. FAIR HIGH SCHOOL	050900001389		C, E	
DISTRICT 11	SCHOOL 29			C	
LITTLE ROCK SCHOOL DISTRICT	CLOVERDALE AEROSPACE TECH CHAR	050900001387		C, E	
MARVELL SCHOOL DISTRICT	MARVELL HIGH SCHOOL	050951000520		C, E	
HELENA/ W.HELENA SCHOOL DIST	CENTRAL HIGH SCHOOL	050768000476		C, E	
DISTRICT 14	SCHOOL 30			C	
OSCEOLA SCHOOL DISTRICT	OSCEOLA MIDDLE SCHOOL	051095000823		C, E	
OSCEOLA SCHOOL DISTRICT	OSCEOLA HIGH SCHOOL	051095000825		C, E	
DISTRICT 15	SCHOOL 31			C	
DISTRICT 15	SCHOOL 32			C	
DISTRICT 16	SCHOOL 33			C	
DISTRICT 17	SCHOOL 34			C	
DISTRICT 17	SCHOOL 35			C	
DISTRICT 17	SCHOOL 36			C	
DISTRICT 18	SCHOOL 37			C	
DISTRICT 19	SCHOOL 38			C	
DISTRICT 20	SCHOOL 39			C	
DISTRICT 21	SCHOOL 40			C	
DISTRICT 22	SCHOOL 41			C	
DISTRICT 23	SCHOOL 42			C	
DISTRICT 24	SCHOOL 43			C	
DISTRICT 24	SCHOOL 44			C	
DOLLARWAY SCHOOL DISTRICT	DOLLARWAY HIGH SCHOOL	050541000235		C, E	

DISTRICT 25	SCHOOL 45			C	
DISTRICT 26	SCHOOL 46			C, D	
DISTRICT 27	SCHOOL 47			C	
DISTRICT 28	SCHOOL 48			C	
DISTRICT 29	SCHOOL 49			C	
DISTRICT 30	SCHOOL 50			C	
DISTRICT 36	SCHOOL 51				F, G
DISTRICT 37	SCHOOL 52				F, G
DISTRICT 38	SCHOOL 53				F, G
DISTRICT 39	SCHOOL 54				F, G
DISTRICT 40	SCHOOL 55				F, G
DISTRICT 41	SCHOOL 56				F, G
DISTRICT 42	SCHOOL 57				F, G
DISTRICT 43	SCHOOL 58				F, G
DISTRICT 44	SCHOOL 59				F, G
DISTRICT 45	SCHOOL 60				F, G
DISTRICT 46	SCHOOL 61				F, G
DISTRICT 47	SCHOOL 62				F, G
DISTRICT 48	SCHOOL 63				F, G
DISTRICT 49	SCHOOL 64				F, G
DISTRICT 50	SCHOOL 65				F, G
DISTRICT 51	SCHOOL 66				F, G
DISTRICT 52	SCHOOL 67				F, G
DISTRICT 53	SCHOOL 68				F, G
DISTRICT 54	SCHOOL 69				F, G
DISTRICT 55	SCHOOL 70				F, G
DISTRICT 56	SCHOOL 71				F, G
DISTRICT 57	SCHOOL 72				F, G
DISTRICT 58	SCHOOL 73				F, G
DISTRICT 59	SCHOOL 74				F, G
DISTRICT 60	SCHOOL 75				F, G
DISTRICT 61	SCHOOL 76				F, G

DISTRICT	62	SCHOOL	77				F, G
DISTRICT	63	SCHOOL	78				F, G
DISTRICT	64	SCHOOL	79				F, G
DISTRICT	65	SCHOOL	80				F, G
DISTRICT	66	SCHOOL	81				F, G
DISTRICT	67	SCHOOL	82				F, G
DISTRICT	68	SCHOOL	83				F, G
DISTRICT	69	SCHOOL	84				F, G
DISTRICT	70	SCHOOL	85				F, G
DISTRICT	71	SCHOOL	86				F, G
DISTRICT	72	SCHOOL	87				F, G
DISTRICT	73	SCHOOL	88				F, G
DISTRICT	74	SCHOOL	89				F, G
DISTRICT	75	SCHOOL	90				F, G
DISTRICT	76	SCHOOL	91				F, G
DISTRICT	77	SCHOOL	92				F, G
DISTRICT	78	SCHOOL	93				F, G
DISTRICT	79	SCHOOL	94				F, G
DISTRICT	80	SCHOOL	95				F, G
DISTRICT	81	SCHOOL	96				F, G
DISTRICT	82	SCHOOL	97				F, G
DISTRICT	83	SCHOOL	98				F, G
DISTRICT	84	SCHOOL	99				F, G
DISTRICT	85	SCHOOL	100				F, G
DISTRICT	86	SCHOOL	101				F, G
DISTRICT	87	SCHOOL	102				F, G
DISTRICT	88	SCHOOL	103				F, G
DISTRICT	89	SCHOOL	104				F, G
DISTRICT	90	SCHOOL	105				F, G
DISTRICT	91	SCHOOL	106				F, G
DISTRICT	92	SCHOOL	107				F, G
DISTRICT	93	SCHOOL	108				F, G

DISTRICT	94	SCHOOL	109				F, G
DISTRICT	95	SCHOOL	110				F, G
DISTRICT	96	SCHOOL	111				F, G
DISTRICT	97	SCHOOL	112				F, G
DISTRICT	98	SCHOOL	113				F, G
DISTRICT	99	SCHOOL	114				F, G
DISTRICT	100	SCHOOL	115				F, G
DISTRICT	101	SCHOOL	116				F, G
DISTRICT	102	SCHOOL	117				F, G
DISTRICT	103	SCHOOL	118				F, G
DISTRICT	104	SCHOOL	119				F, G
DISTRICT	105	SCHOOL	120				F, G
DISTRICT	106	SCHOOL	121				F, G
DISTRICT	107	SCHOOL	122				F, G
DISTRICT	108	SCHOOL	123				F, G
DISTRICT	109	SCHOOL	124				F, G
DISTRICT	110	SCHOOL	125				F, G
DISTRICT	111	SCHOOL	126				F, G
DISTRICT	112	SCHOOL	127				F, G
DISTRICT	113	SCHOOL	128				F, G
DISTRICT	114	SCHOOL	129				F, G
DISTRICT	115	SCHOOL	130				F, G
DISTRICT	116	SCHOOL	131				F, G
DISTRICT	117	SCHOOL	132				F, G
DISTRICT	118	SCHOOL	133				F, G
DISTRICT	119	SCHOOL	134				F, G
DISTRICT	120	SCHOOL	135				F, G
DISTRICT	121	SCHOOL	136				F, G
DISTRICT	122	SCHOOL	137				F, G
DISTRICT	123	SCHOOL	138				F, G
DISTRICT	124	SCHOOL	139				F, G
DISTRICT	125	SCHOOL	140				F, G

DISTRICT	126	SCHOOL	141				F, G
DISTRICT	127	SCHOOL	142				F, G
DISTRICT	128	SCHOOL	143				F, G
DISTRICT	129	SCHOOL	144				F, G
DISTRICT	130	SCHOOL	145				F, G
DISTRICT	131	SCHOOL	146				F, G
DISTRICT	132	SCHOOL	147				F, G
DISTRICT	133	SCHOOL	148				F, G
DISTRICT	134	SCHOOL	149				F, G
DISTRICT	135	SCHOOL	150				F, G
DISTRICT	136	SCHOOL	151				F, G
DISTRICT	137	SCHOOL	152				F, G
DISTRICT	138	SCHOOL	153				F, G
DISTRICT	139	SCHOOL	154				F, G
DISTRICT	140	SCHOOL	155				F, G
DISTRICT	157	SCHOOL	157		A		
DISTRICT	158	SCHOOL	158		A		
DISTRICT	159	SCHOOL	159		A		
DISTRICT	160	SCHOOL	160		A		
DISTRICT	161	SCHOOL	161		A		
DISTRICT	162	SCHOOL	162		A		
DISTRICT	163	SCHOOL	163		A		
DISTRICT	164	SCHOOL	164		A		
DISTRICT	165	SCHOOL	165		A		
DISTRICT	166	SCHOOL	166		A		
DISTRICT	167	SCHOOL	167		A		
DISTRICT	168	SCHOOL	168		A		
DISTRICT	169	SCHOOL	169		A		
DISTRICT	170	SCHOOL	170		A		
DISTRICT	171	SCHOOL	171		A		
DISTRICT	172	SCHOOL	172		A		
DISTRICT	173	SCHOOL	173		A		

DISTRICT	174	SCHOOL	174		A		
DISTRICT	175	SCHOOL	175		A		
DISTRICT	176	SCHOOL	176		A		
DISTRICT	177	SCHOOL	177		A		
DISTRICT	178	SCHOOL	178		A		
DISTRICT	179	SCHOOL	179		A		
DISTRICT	180	SCHOOL	180		A		
DISTRICT	181	SCHOOL	181		A		
DISTRICT	182	SCHOOL	182		A		
DISTRICT	183	SCHOOL	183		A		
DISTRICT	184	SCHOOL	184		B		
DISTRICT	185	SCHOOL	185		B		
DISTRICT	186	SCHOOL	186		B		
DISTRICT	187	SCHOOL	187		B		
DISTRICT	188	SCHOOL	188		B		
DISTRICT	189	SCHOOL	189		B		
DISTRICT	190	SCHOOL	190		B		
DISTRICT	191	SCHOOL	191		B		
DISTRICT	192	SCHOOL	192		B		
DISTRICT	193	SCHOOL	193		B		
DISTRICT	194	SCHOOL	194		B		
DISTRICT	195	SCHOOL	195		B		
DISTRICT	196	SCHOOL	196		B		
DISTRICT	197	SCHOOL	197		B		
TOTAL # of Schools: 203							

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. Arkansas’s Comprehensive School Improvement Plan (ACSIP) and 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 through the consultation process. This proposal includes an intentional re-conceptualization of accountability supports and interventions for all schools through the ADE’s Statewide System of Support (SSOS) and the ACSIP. This conception includes a transformation in ADE Learning Services Division’s role as well.

The transformation begins with an intended shift from school improvement planning as predominantly a monitoring and compliance activity in response to school improvement status, to an ADE/district partnership role 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 Needs Improvement, Needs Improvement Focus and Needs Improvement Priority designations, and provide centralized access to resources for evidence-based strategies and interventions.

The district and school ACSIP provides a focal point to advance innovation in continuous improvement and accountability while maintaining important structures to ground this work. The ACSIP handbook, available at http://acsip.state.ar.us/acsip_handbook_march2008.6.3.pdf, provides detailed descriptions of the structure of the plans. Districts’ and schools’ ACSIP integrates annual improvement planning with federal programs fund distribution. The ACSIP requires schools to analyze student achievement and growth results annually to establish priorities for improvement actions that are specified in the plan. Districts and schools must use three years of results from Arkansas’s CRTs, mandated statewide norm-referenced tests, attendance and

graduation rates, and other data as appropriate for all students and for all NCLB subgroups to determine school improvement priorities for action. Districts and schools must set measurable benchmarks that include interim objectives for achieving adequate yearly progress for all students and all NCLB subgroups. 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 coordinate federal, state and local funds to support interventions. Evidence of this coordination is provided through ACSIP in the actions specified in the plans. 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
 - 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; however, the annual revision process has become a perfunctory action rather than a response to ongoing or changing needs. 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 accountability, 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 Achieving and Exemplary Schools to submit ACSIP on a three-year basis provided these schools continue to meet AMOs for All Students and the TAGG. Schools with greater needs (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 incorporated within this process.

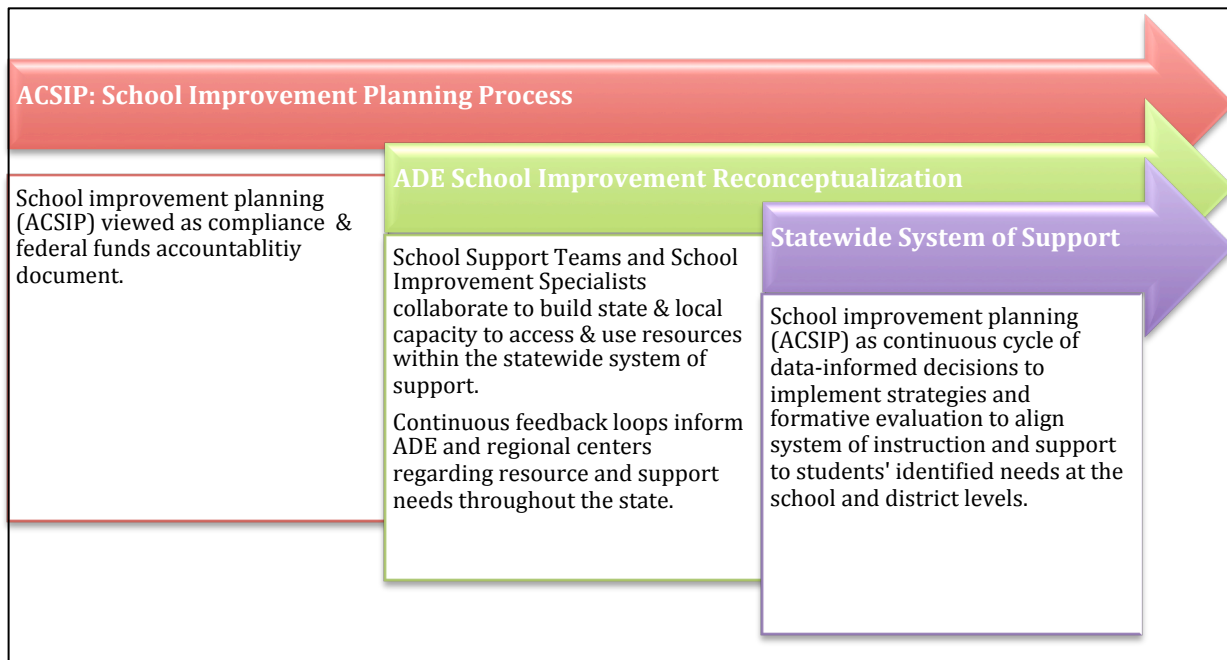


Figure 2.12. Re-conceptualizing the School Improvement Process and Statewide System of Support.

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 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 outcomes.

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 systems, position Arkansas to meet 10 of 10 state actions by enabling 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.

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.

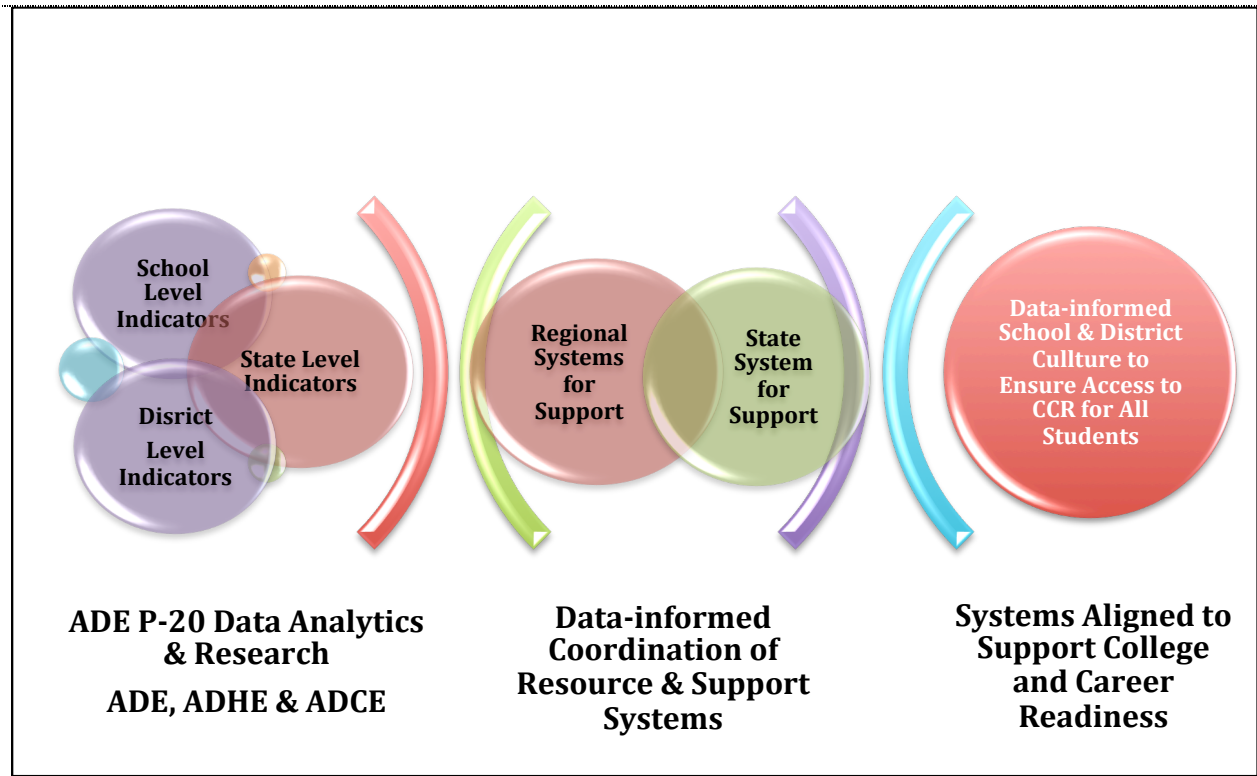


Figure 2.13. Ensuring congruence in level and diversity of need with level and diversity of support.

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 NCLB subgroup levels. It is important to underscore the potential of the new AMOs for schools, their TAGG and their NCLB 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 NCLB subgroup accountability focuses more schools on the performance of all students at risk of not achieving CCR, thus bringing more attention to the NCLB 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 serve to 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. Exemplary and Achieving schools will be awarded greater flexibility in school improvement planning. Specifically, schools that achieve their AMOs for All Students and the TAGG will be required to reevaluate and substantively update their Arkansas School Improvement

Plans (ACSIP) and associated interventions every three years. 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 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. Reduction in compliance—only reporting and paperwork were listed by stakeholders as important specifically, 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 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 a capacity building role as they 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 for Supplemental Education Services (SES) and Public School Choice. SES and public school choice are required under Arkansas law and will continue to be an essential intervention required under state statute that may be funded through local use of state categorical funding or continued use of Title I, Part A funding where appropriate. However, waiver of the set aside for Title I, Part A funds will provide districts with greater flexibility in aligning state and federal resources to strategies for addressing the needs of schools in Needs Improvement, Priority School and Focus 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 interim and summative outcomes. Failure to meet AMOs for two consecutive years for schools' All Students group and the TAGG may result in increasing oversight of district improvement planning activities, particularly if NCLB 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 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 students with disabilities. The state level analytics would serve to 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

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 NCLB 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 NCLB subgroups immediately draws the eye to any areas of concern for performance.

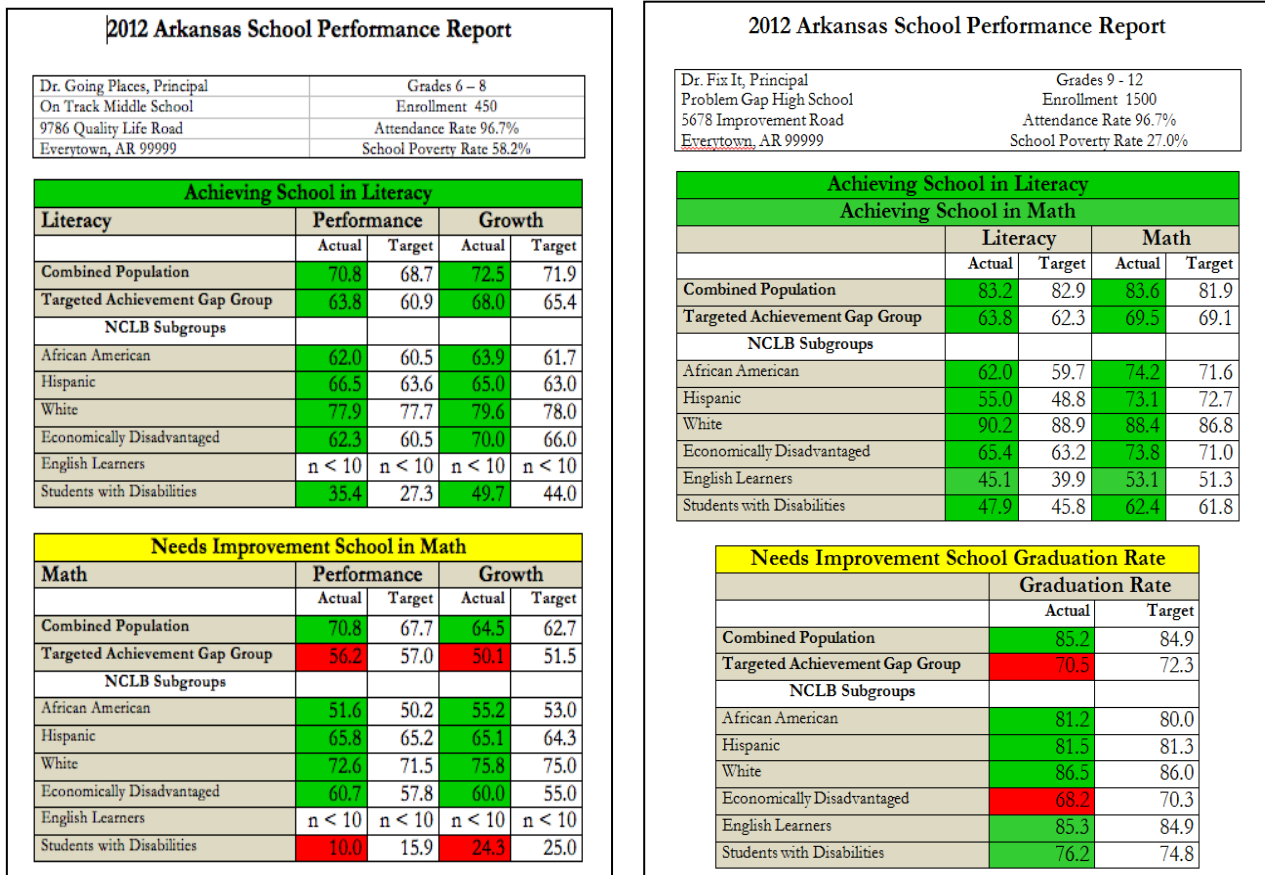


Figure 2.14. Early conceptualization of school performance report cover page.

On the cover page of this draft school performance report, the link between the NCLB 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 the NCLB subgroup does not, the NCLB 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 NCLB subgroups' scores were accompanied by a designation of 'Not Applicable' when the minimum N was below 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 schools' 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 NCLB 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 and 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 & 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 norm-referenced & 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 schools 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 college and career readiness standards. This reporting system would signal the level of ADE support and interventions schools will 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 to have 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 provide 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. Access to this and related resources more directly will increase ADE's capacity to provide resources while building local capacity to access high quality, evidence-based resources 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 School Support Teams. School Support Team (SST) members are selected based on the specific needs identified by the district and local school teams with the guidance of an ADE SIA. SST members may be content area specialists housed at Regional Education Cooperatives 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 waiver 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 regional education cooperatives, 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.

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 opportunities 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 School Improvement Specialists and School Support Teams (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 or Achieving will be provided with a longer timeframe for submitting their ACSIP plan, the primary tool for monitoring school improvement processes. 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 Targeted and Priority Intervention Plans 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 Targeted Intervention Plans, as well as ACSIP school improvement plans, 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.

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, PARC 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. Principal 3 will demonstrate how the Teacher Effectiveness and Support System 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.

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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

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option 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"> 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; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and 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). 	<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"> 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; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

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.

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 moved a critical step toward ensuring high quality instruction and instructional leadership through the passage of the Teacher Excellence and Support System

(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 Attachment 17). 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 College and Career Ready (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 Attachment 18).

Rules and regulations pursuant to Arkansas Code Annotated Section 6-17-2804 will serve as the guidelines required under Principal 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, regional educational cooperatives, 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 established 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 relative 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 has agreed to meet twice monthly from the present time until the rules are ready to present 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 March 2, 2012 focus group meeting for teachers of English Learners is scheduled to more specifically address the concerns of teachers working with English Learners.

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 membership. The attendees at the ten public regional meetings consisted 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 to be included 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 the law. 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 that 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.

The special education focus group meeting held February 16, 2012 provided additional input opportunity 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.

Rules for implementing TESS will address the questions and concerns expressed through stakeholder input and rules committee discussion. In April 2012, draft rules will be presented to the Arkansas State Board of Education for review and released for public comment. After public review the rules committee will be reconvened to determine changes to draft rules based on public input. If substantial changes are made to the rules based on public comments that are received, rules will be released again 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 on a continuous basis. 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 professional learning plan 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 Arkansas Comprehensive School Improvement Plan, and in the case of Priority and Focus Schools, within the Priority Intervention Plan and Targeted Intervention Plan. 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 Professional Learning Plan. 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.

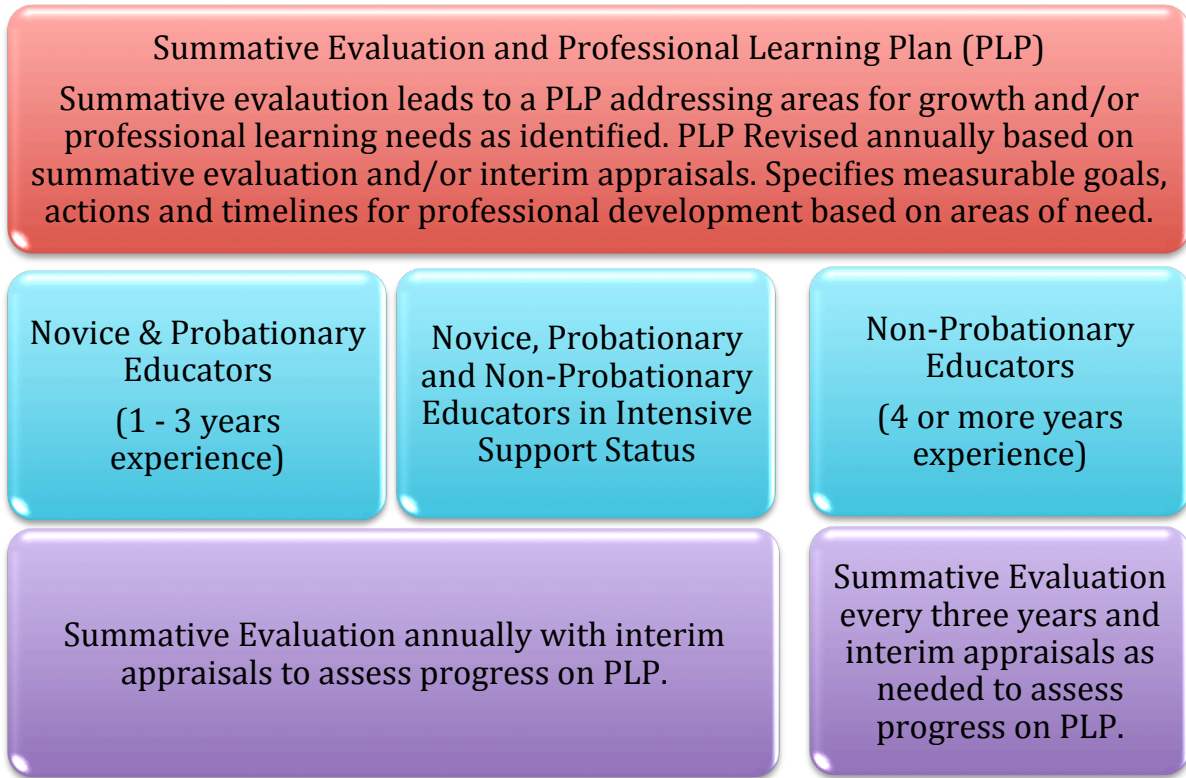


Figure 3.1. Overview of TESS and differentiated system of support.

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 Professional Learning Plan (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.

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. All educators must dedicate one-half of the professional development hours required by law or rule to professional learning in the educators' content area, instructional strategies applicable to the educators' content area or the educators' 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.

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 may 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
- National assessments including AP assessments, Norm-referenced assessments 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 a teacher for the purposes 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) identified by the state board. The law 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.

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 19).

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 final three-day follow-up training will be 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 pilot in the 2014-2015 school year and fully implement in the 2015-2016 school year.

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 July 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 piloted in 2014-2015 and fully implemented the following school year. 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 plans include appropriate resources and support for school level implementation. 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 through-out 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.

TIMELINE OF IMPLEMENTATION

Activity	Timeline	Responsible Party	Resources	Documentation	Considerations
Rules and Regs written for TESS and passed by SBE	July 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	May 2013	ADE	Outside consultants, constituent groups, legislators,	Current Principal Evaluation Documents (Attachment 19)	Need to pass legislations to make sure the principal evaluation system is

additional legislation for approval of Principal Evaluation system			and ADE personnel		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	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 19)	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	Summer 2014	ADE; Administrators, teachers from	Personnel from regional cooperatives,		Any revisions needed will have to be

from administrators and teachers from pilot to revise as needed		school districts	constituent groups, and regional meetings		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	2015-2016 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



[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



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Regional Meetings - Teacher Evaluation System and ESEA Flexibility
Memo Number	LIC-12-020
Memo Date	11/1/2011
Attention	Co-op Directors; Elementary Principals; High School Principals; Middle School Principals; Secondary Principals; Superintendents; Curriculum Coordinators; Teachers
Memo Type	Informational
Response Required	No
Section	Human Resources
Regulatory Authority	na
Contact Person	Dr. Karen Cushman
Phone Number	501.683.4863
E-Mail	karen.cushman@arkansas.gov
Memo Text	<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>

There will be **two sessions each day**. The first session will be from **1:30-3:30 pm**, and the second session will be from **5:00-7:00 pm**. **Content will be the same for each session.** The evening session is being offered to accommodate those unable to attend the day session.

Attached are copies of Act 1209 (Teacher Evaluation System) and ESEA Flexibility documents.

The schedules for the meetings are as follows:

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

Tuesday, November 29

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 Frank Servedio (ADE)
Last modified at 11/1/2011 3:57 PM by Seth Blomeley (ADE)

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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

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.




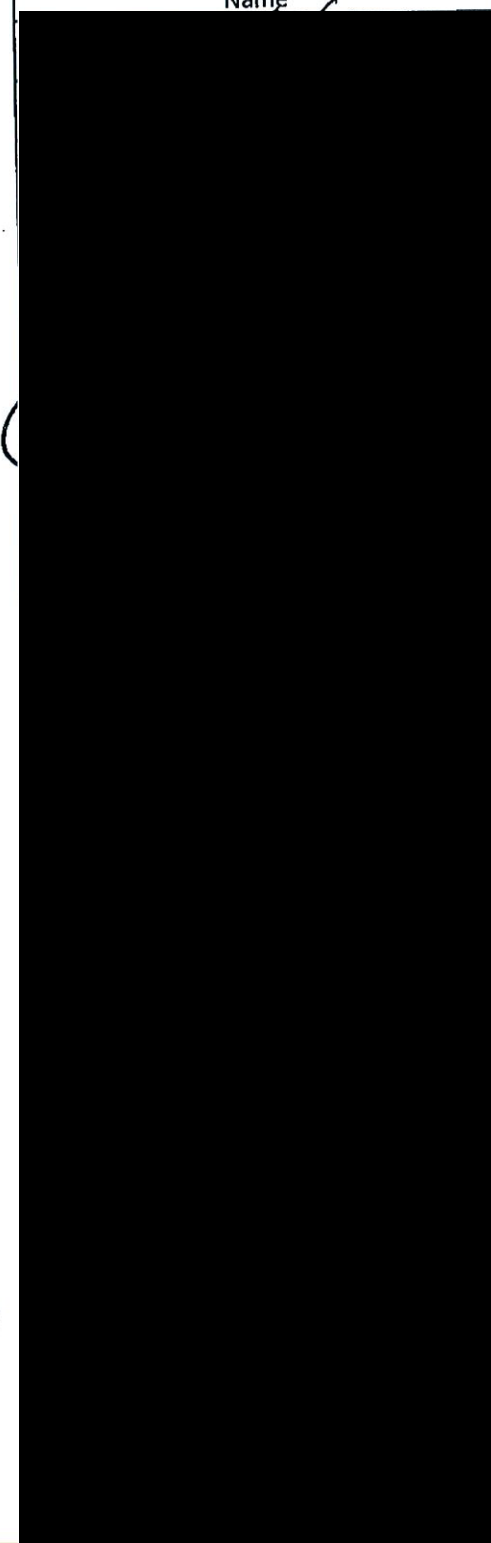
Arkansas Department of Education | Four Capitol Mall | Little Rock, AR 72201

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ESEA Flexibility Meeting at ALMA on 11-21-11

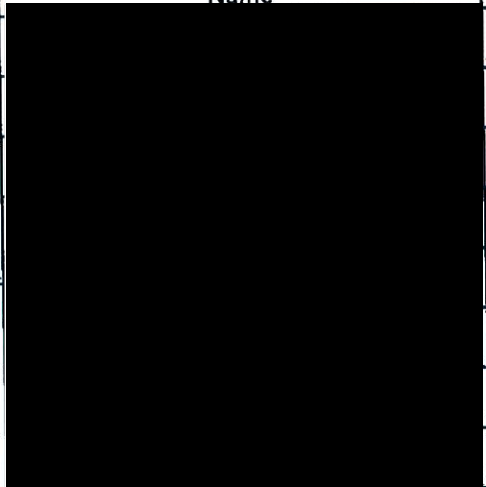
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					Arkansas Leadership Academy
					AET
					AEA
					ASE


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			<input checked="" type="checkbox"/>		Van Buren
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Teacher Alma M, S.

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

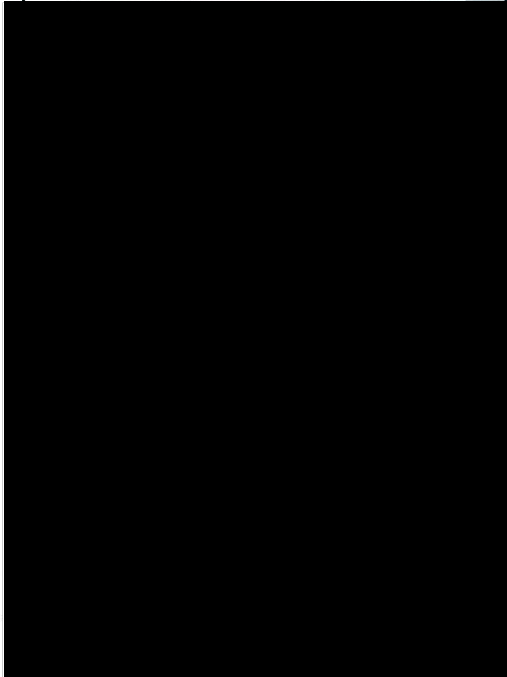
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					Paraprofessional
				✓	Program Director 21 st CCLC
				✓	
				X	
				✓	
				✓	
				✓	

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
[REDACTED]		✓	✓		
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			✓		
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			✓		
		✓			DIST. administrator
				✓	
				✓	

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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ESEA Flexibility Meeting at Arkadelphia on 11-29-11
High School


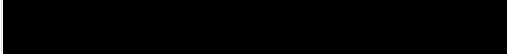
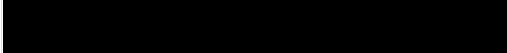
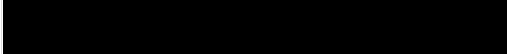
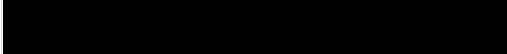
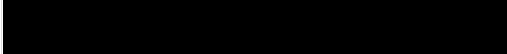
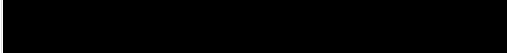
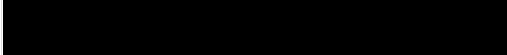
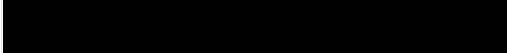
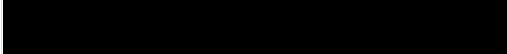
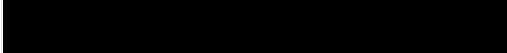
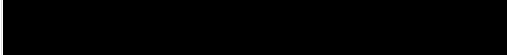
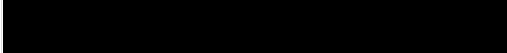
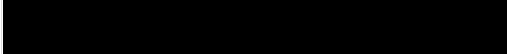
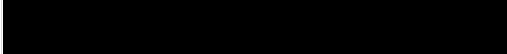










11:15 am
~~1:30~~ or ~~5:00~~

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ESEA Flexibility Meeting at Arundelphica 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
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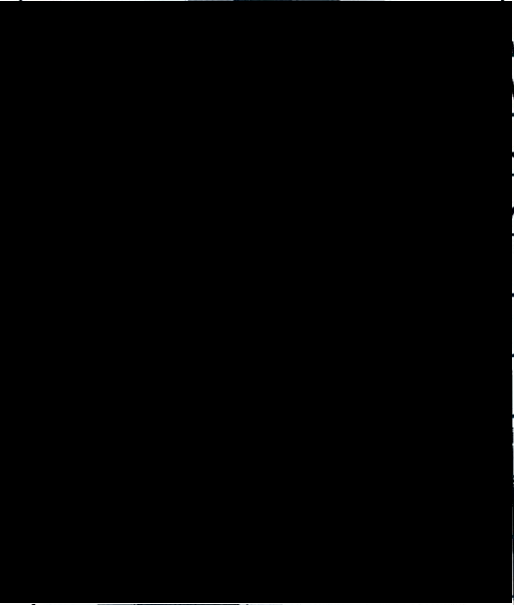
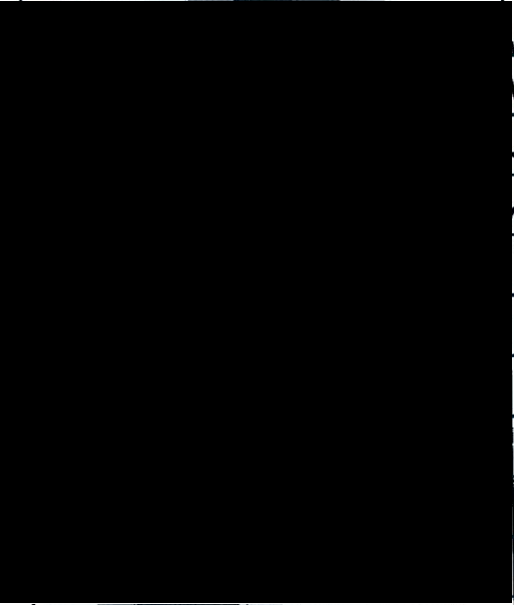
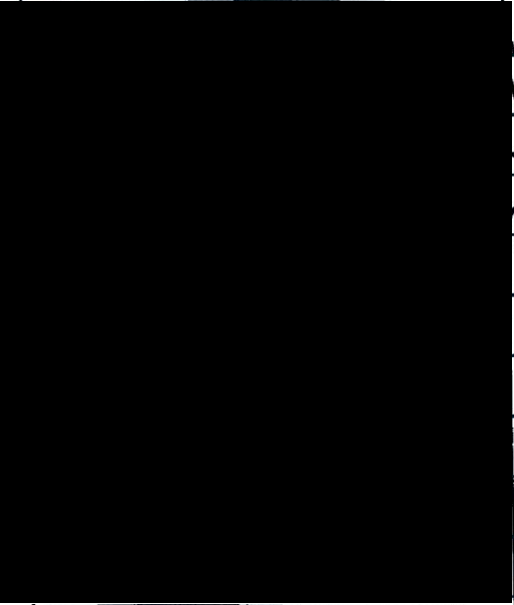
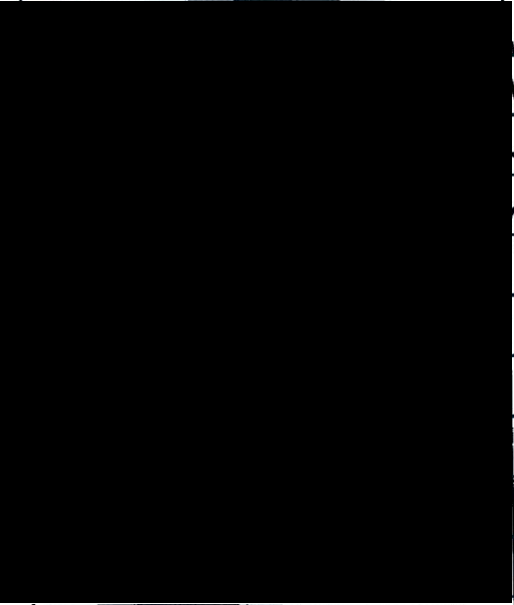
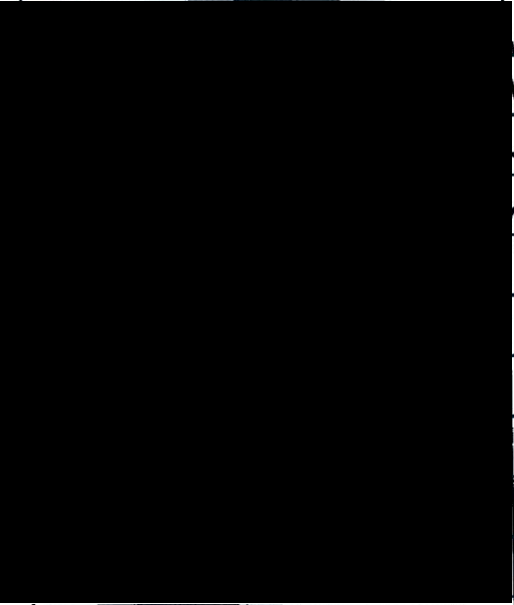
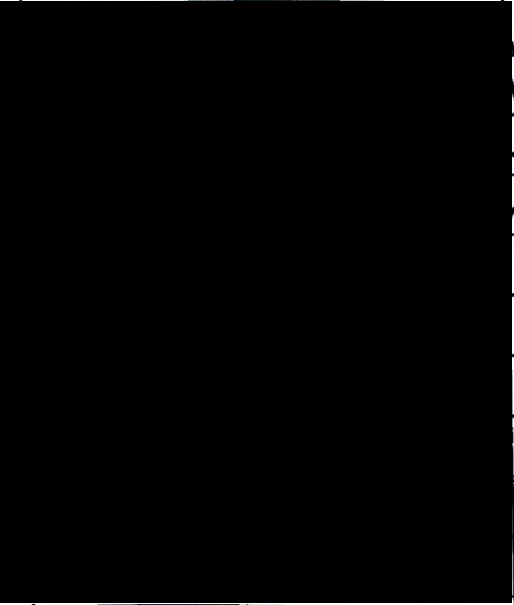
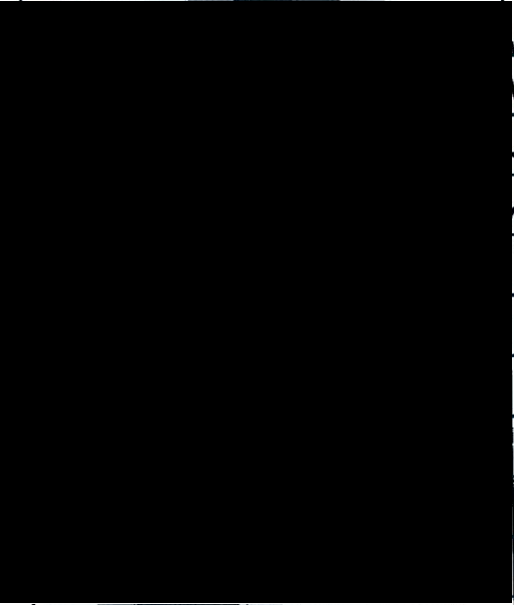
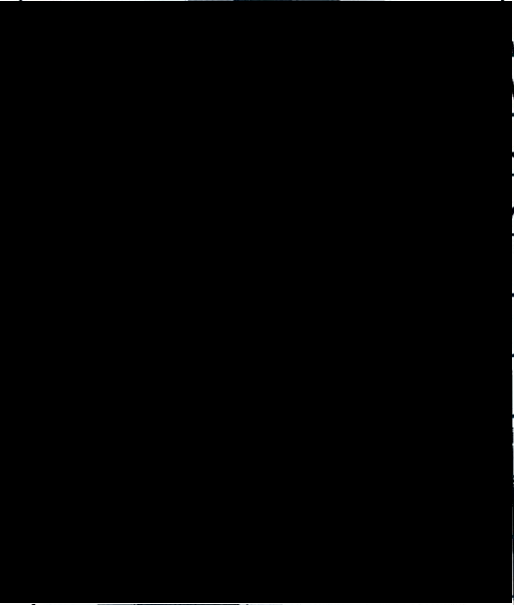
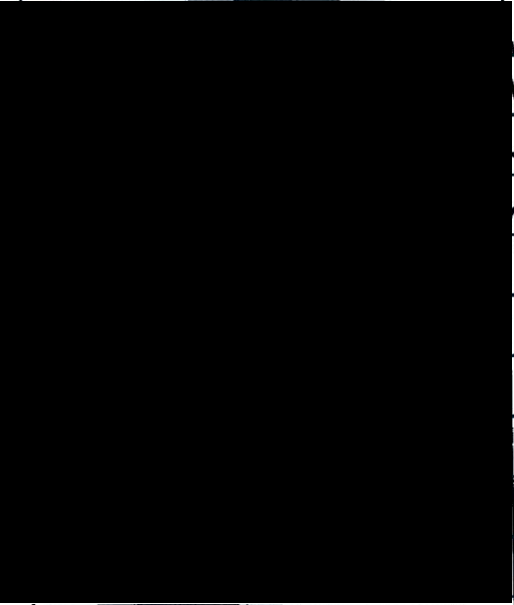
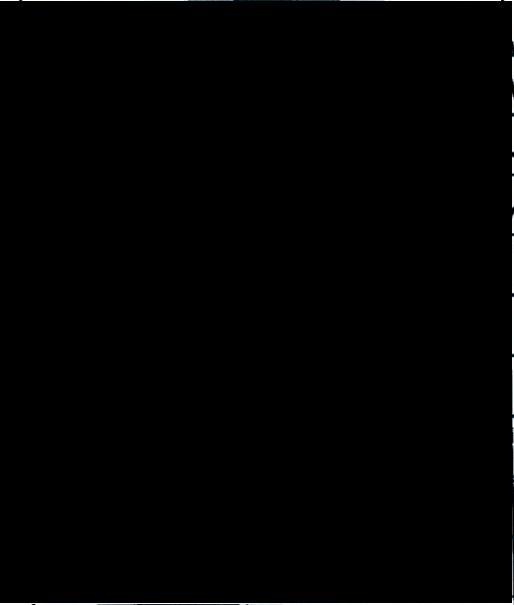
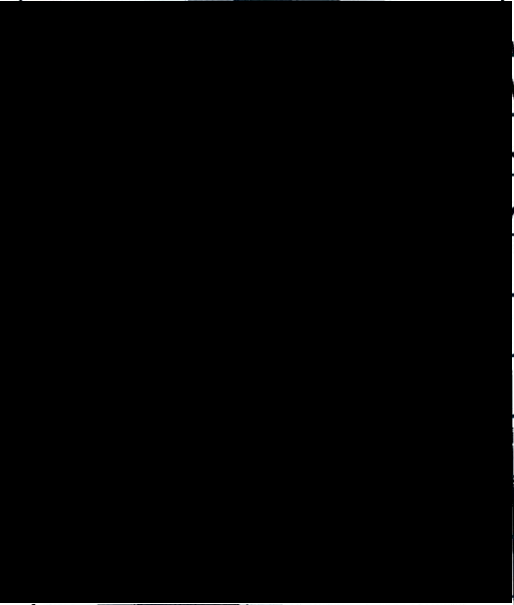
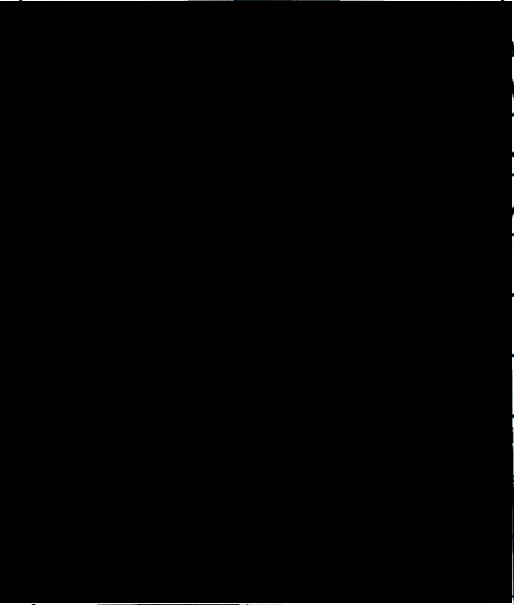
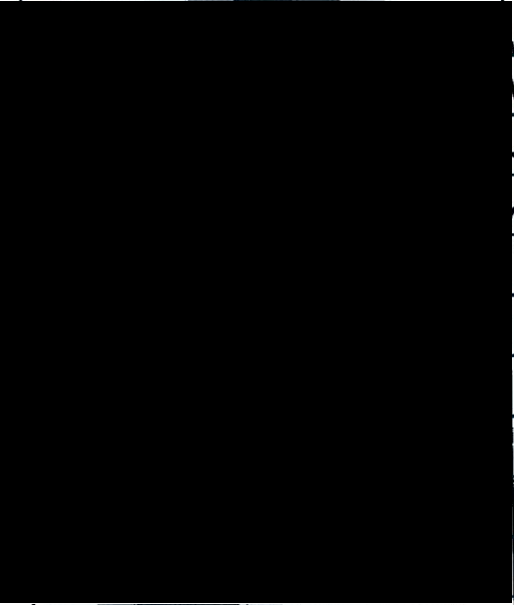
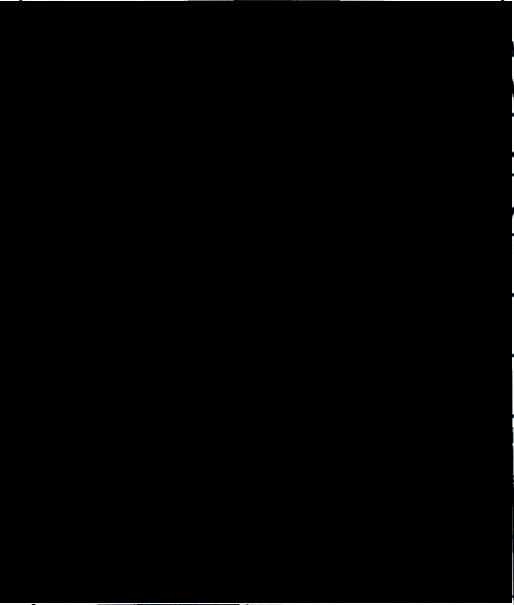
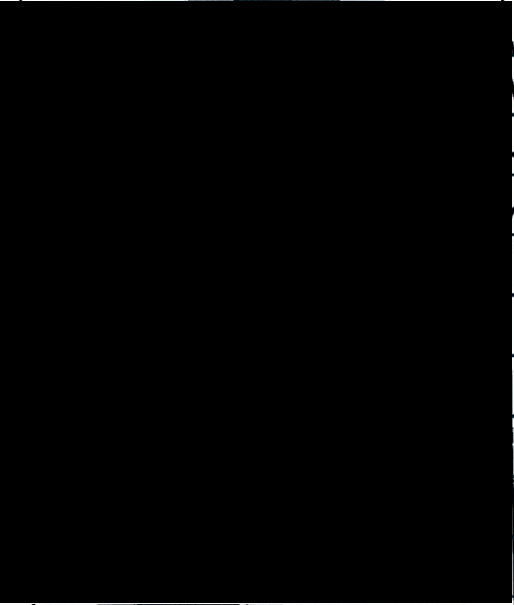
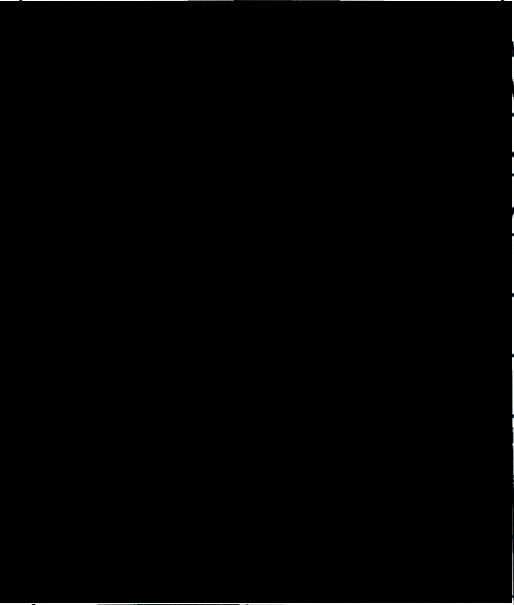
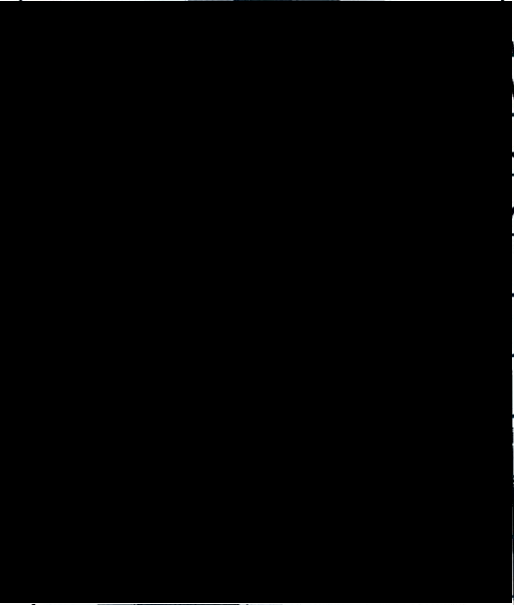
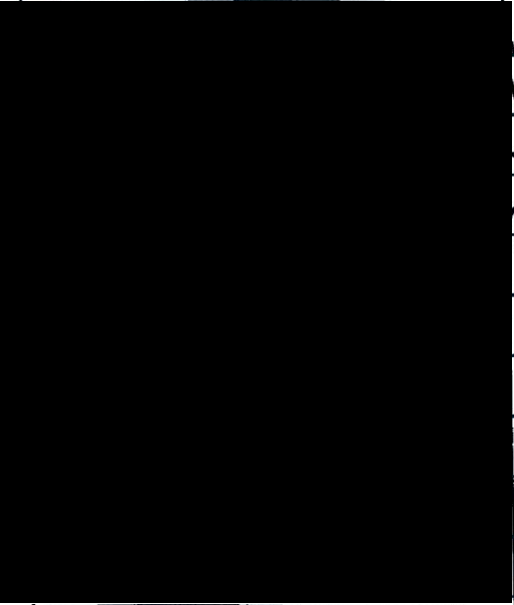
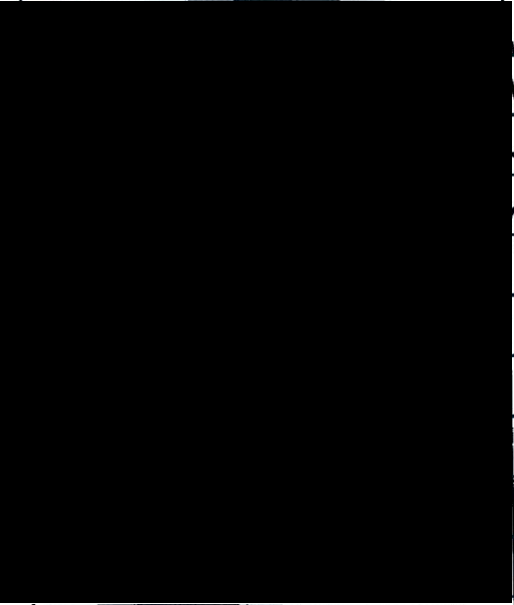
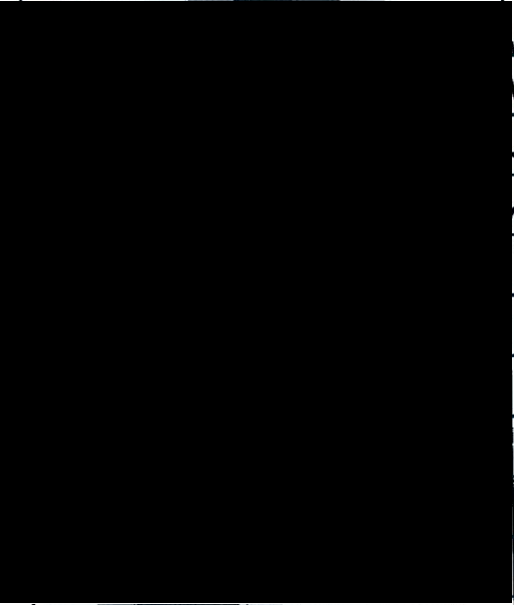
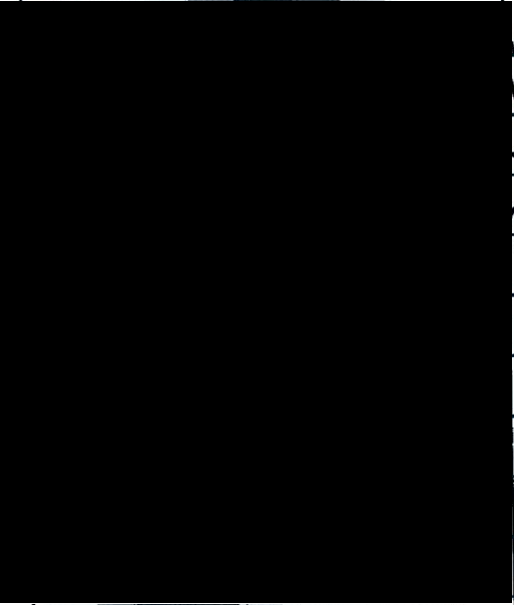
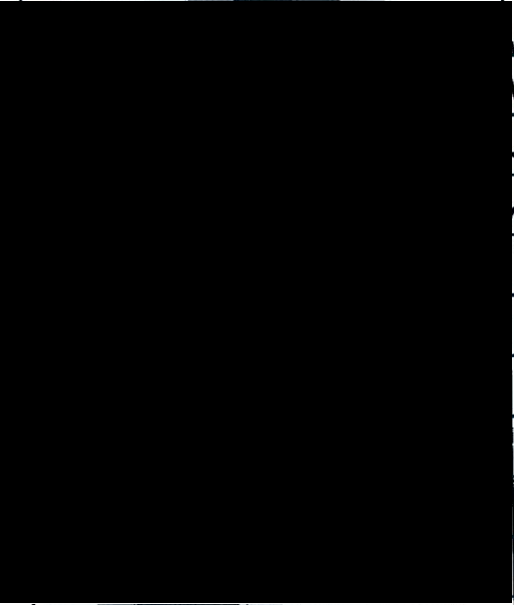
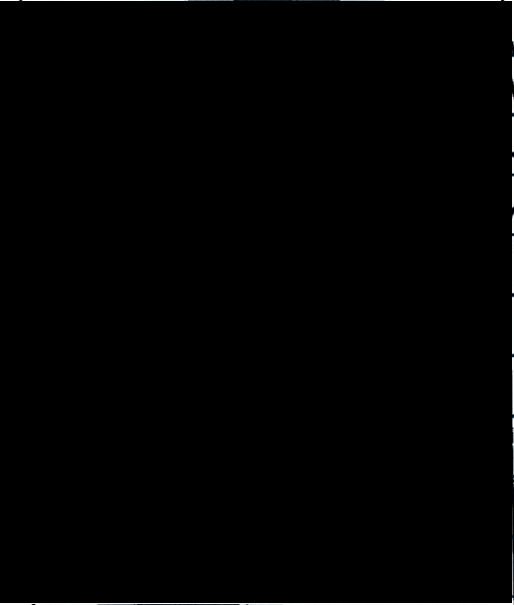
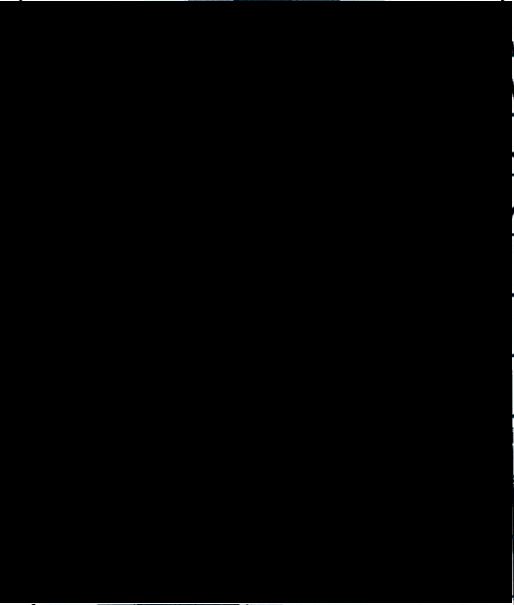
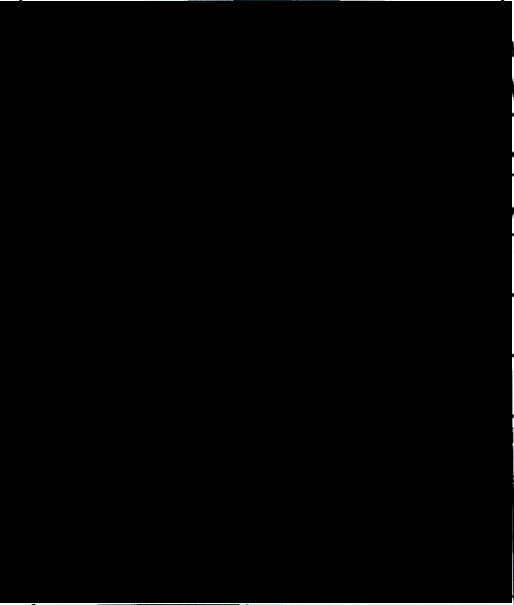
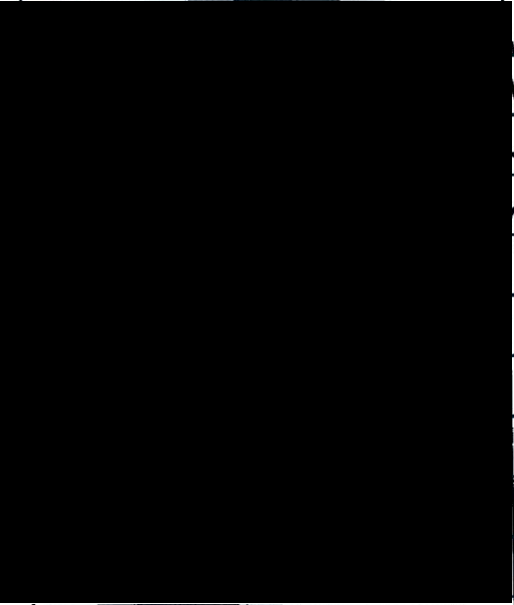
18


ESEA Flexibility Meeting at Hsu on 11/29/11 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"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	
				<input checked="" type="checkbox"/>	

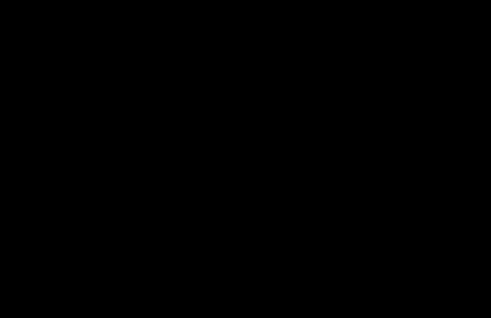
(1) (2) (3)

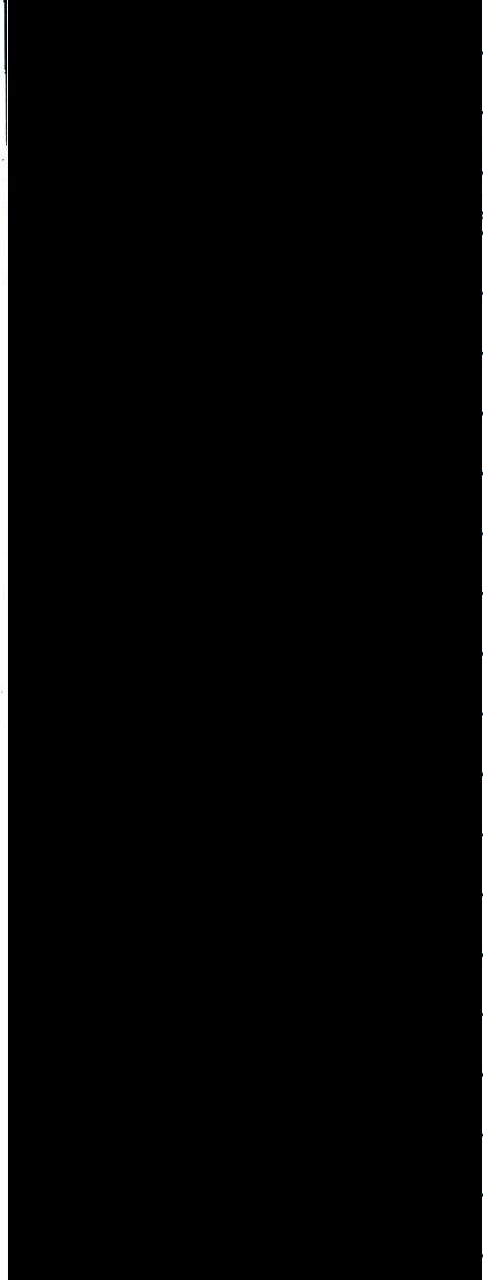
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	(10)				

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
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
	✓				
					
					
					
					
					
					
					
					
					
					
					
					
					
					

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
					

(B)

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				
			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
	<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"/>				
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	<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"/>				

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)
				✓	
			✓	McLehu Sch. Dist.	
	✓	✓	✓	ADE	
	(3)	(1)	✓	Warren School District	
			✓	Warren School District - SENESAC	
			✓	(22) (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 - Higher Education
					✓ UAM - HIED
				✓	
					Reynolds - DeWitt Enn - Enterprise
				✓	
				✓	
				✓	
				✓	Stattert
				✓	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
				✓	
				2 ✓	
		✓	✓		
			✓		
		✓	✓	✓	
		✓	✓	✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	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
					LAZARADE Sped Dir mgr
				✓	ALE PRIN. Hamburg
			✓		ALE Science Teacher, Hamburg
			✓		Drew Central Middle School
					UAM STEM Ctr.
					UAM STEM Ct. Director
				✓	Star City School District
				✓	Drew Central School District
				✓	Drew Central School
				✓	Drew Central School
				✓	ALE, English Hamburg
				✓	ALE, History Hamburg
				✓	ALE Hamburg Schools

ESEA Flexibility Meeting at ASU on 12/15/14 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
				✓	ASU
				✓	Retired
			✓	ASU	
			✓	Crowley's Ridge Loop -	
			✓	Crawley's Ridge Loop	
			✓	Marked Tree	
			✓	SOUTH MISS. CO.	
			✓	South Miss. Co.	
			✓	South Miss Co	
			✓	Earle School Dist	

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
					state Dept of Educ
					Arkansas Leadership Academy
					✓ Riverside Schools
					✓ Westside Schools
					✓ Brookland School District
					✓ Highland School Dist.
					✓ Highland School Dist
					✓ Highland School Dist
					ASU COE Dean
					✓ So. Miss Co.
					✓ So. Miss Co
					✓ Pine Bluff School Dist
				✓ Bank High School	
				The Sun	

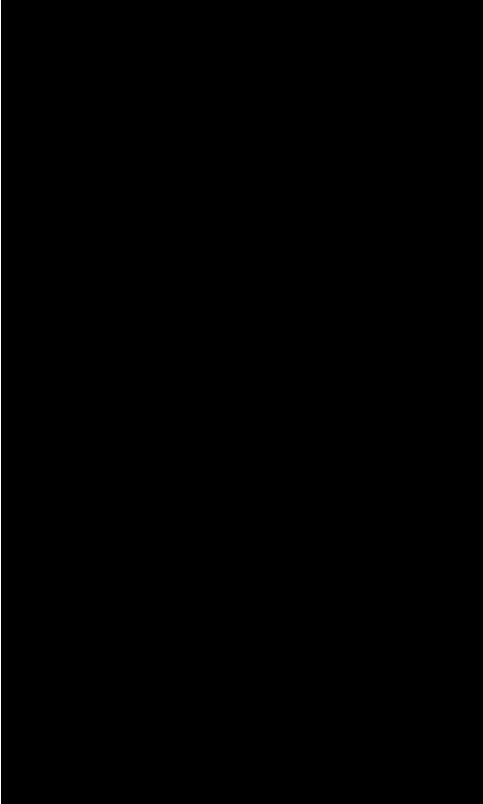
ESEA Flexibility Meeting at ASU on DECEMBER 5, 2011 1:30 or 5:00

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
					COOP - NEA
					GREC
				<input checked="" type="checkbox"/>	Wynne Schools
				<input checked="" type="checkbox"/>	Wynne Schools
				<input checked="" type="checkbox"/>	" "
				<input checked="" type="checkbox"/>	" "
				<input type="checkbox"/>	" "
				<input type="checkbox"/>	" "
				<input checked="" type="checkbox"/>	Buffalo Island Central Schools
					ASU Teacher Education Dept.
				<input checked="" type="checkbox"/>	Calico Rock School Dist.
				<input checked="" type="checkbox"/>	Forrest City School District
				<input checked="" type="checkbox"/>	Ruggitt School District
				<input checked="" type="checkbox"/>	West Memphis Schools - Bragg Elem
				<input checked="" type="checkbox"/>	West Memphis School District - Elem
				<input checked="" type="checkbox"/>	West Memphis School District
				<input checked="" type="checkbox"/>	Nettleton School District
				<input checked="" type="checkbox"/>	21 Centry BIS Boys & Girls Club
				<input checked="" type="checkbox"/>	Cedar Ridge Schools
				<input checked="" type="checkbox"/>	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
				X	
				X	
				X	
				✓	
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	ASU
				X	
				X	
				X	
			X		

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

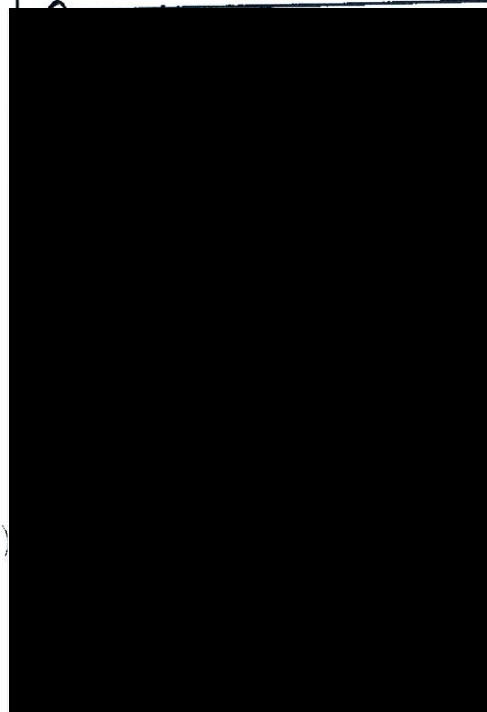
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
			<input checked="" type="checkbox"/>		
			<input checked="" type="checkbox"/>		
			<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"/>	ASU - Faculty
			<input checked="" type="checkbox"/>		ASU - Part-time Faculty School Bd. Member Nettleton
				<input checked="" type="checkbox"/>	ASU - Faculty ASU - FACULTY

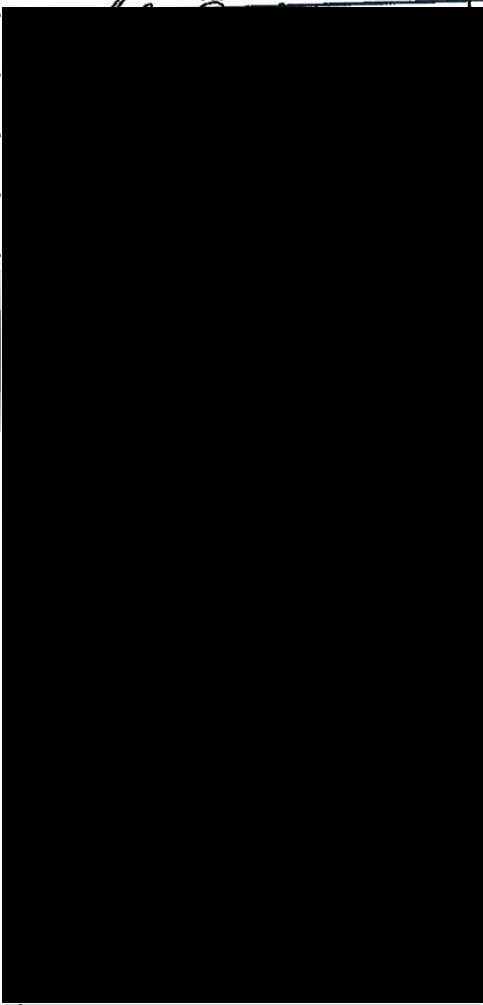
ESEA Flexibility Meeting at ASU on 12/5/11

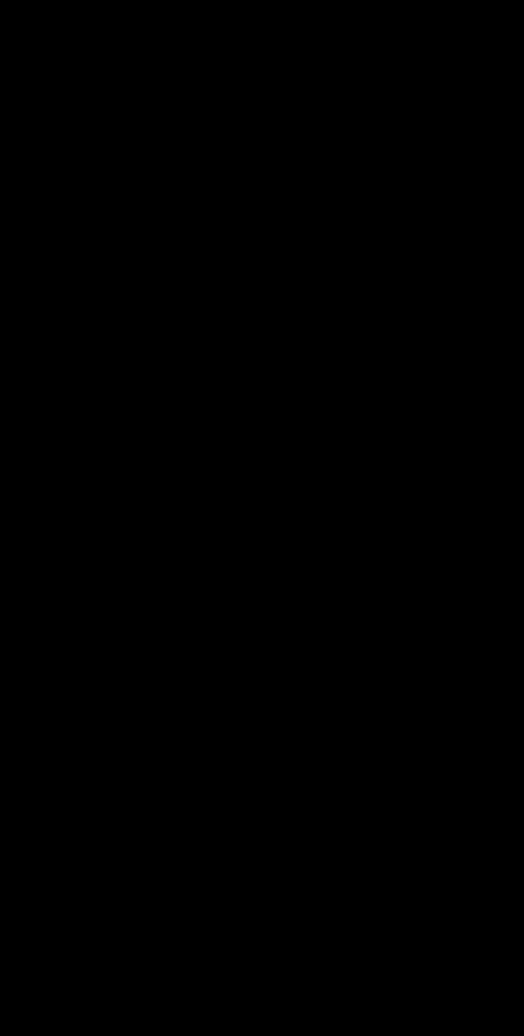
1:30 or 5:00

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"/>		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"/>	Public education advocate

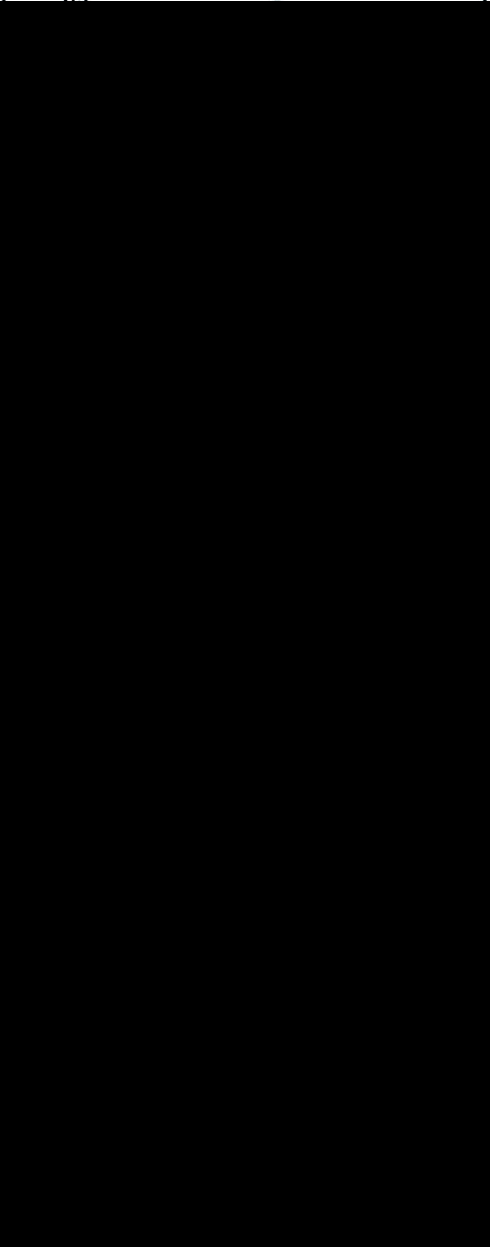
Step

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"/>	AAEA
				<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 unuse	

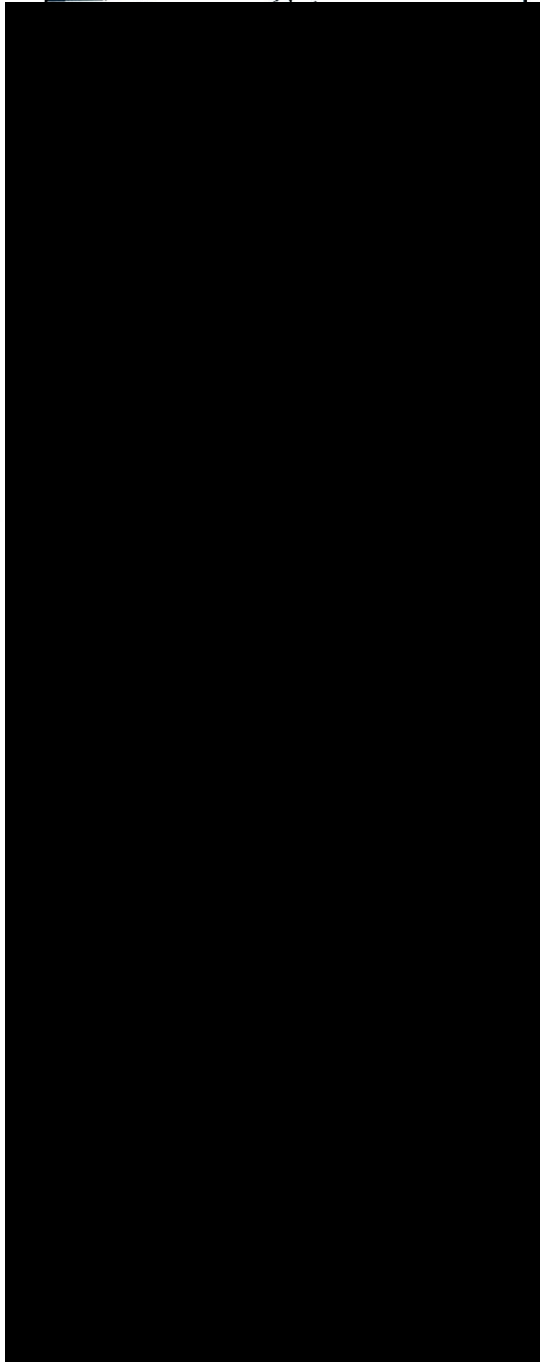
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
				X	
					JBHM
					JBHM
				X	
				X	
				X	
				X	
				X	
				X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

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
					✓ ADE
				15	3 MSC

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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					ADE
					ADE
				<input checked="" type="checkbox"/>	LRSD - Grants Dept.
					Pulaski Cty Youth Svcs
				<input checked="" type="checkbox"/>	
					ADE
					ADE
				<input checked="" type="checkbox"/>	Coalport
					Uof. A ALA
					PCSSD HR
				<input checked="" type="checkbox"/>	PCSSD HR
				<input checked="" type="checkbox"/>	PCSSD
				<input checked="" type="checkbox"/>	PCSSD - Manmelle HS
					Arkansas Democrat-Gazette
					Arch Ford Co-op
					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"/>	Wonderview School District
				<input checked="" type="checkbox"/>	Ridge Road Middle Charter School

118 12

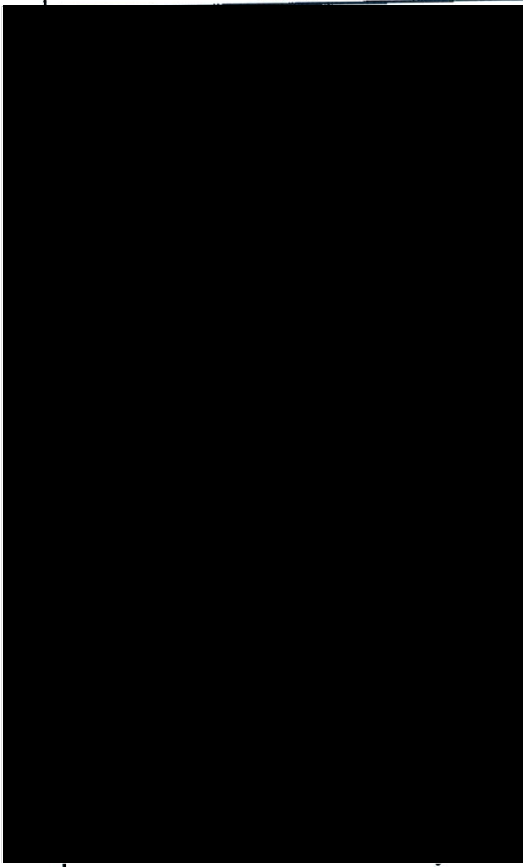
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes	
			<input checked="" type="checkbox"/>		21 st CCLC Boys & Girls Club	
			<input checked="" type="checkbox"/>		21 st CCLC Boys & Girls Club of Saline Co.	
			<input checked="" type="checkbox"/>		21 st CCLC At school - CO Sch	
			<input checked="" type="checkbox"/>			
			<input checked="" type="checkbox"/>			
			<input checked="" type="checkbox"/>			
				<input checked="" type="checkbox"/>		
				<input checked="" type="checkbox"/>		
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11:00

ESEA Flexibility Meeting at Tomestaro on 12-5-11
H. School

~~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
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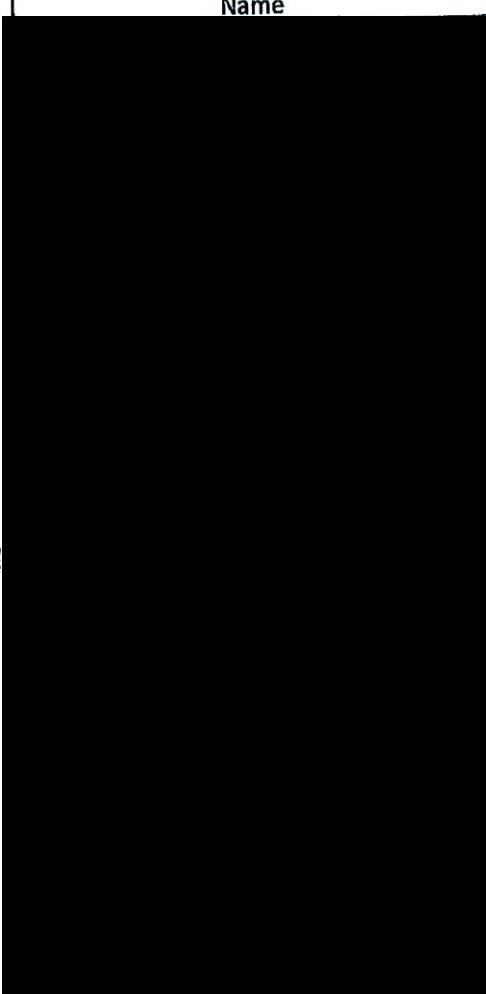
Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
					University Teacher Educator
					✓ Blytheville School District
					✓ Blytheville Schools
					✓ Jackson County School Dist
					✓ Newport Special School Dist
					✓ NEWPORT SCHOOL DISTRICT
					✓ 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 COE Dean
					✓ So. Miss Co.
					✓ So. Miss Co
					✓ Pine Bluff School Dist
				✓ Bank N York 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
				<input checked="" type="checkbox"/>	Wynne Schools
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				<input checked="" type="checkbox"/>	Buffalo Island Central Schools
					ASU Teacher Education Dept.
				<input checked="" type="checkbox"/>	Calico Rock School Dist.
				<input checked="" type="checkbox"/>	Forrest City School District
				<input checked="" type="checkbox"/>	Piggott School District
				<input checked="" type="checkbox"/>	West Memphis Schools - Bragg Elem. Weaver
				<input checked="" type="checkbox"/>	West Memphis School District - elem
				<input checked="" type="checkbox"/>	West Memphis School District
				<input checked="" type="checkbox"/>	Nettleton School District
				<input checked="" type="checkbox"/>	21 Centry BIS Boys & Girls club
				<input checked="" type="checkbox"/>	Cedar Ridge Schools
				<input checked="" type="checkbox"/>	ASU - ERZ
				Dcom Afterschool Program	
				Dcom Afterschool Programs	

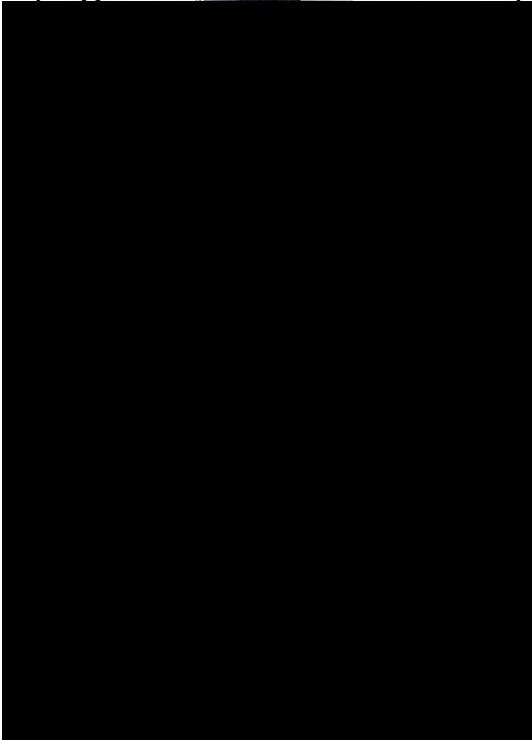
2 15 4 ABK etc

ESEA Flexibility Meeting at ASU on 12/15/11 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
				X	
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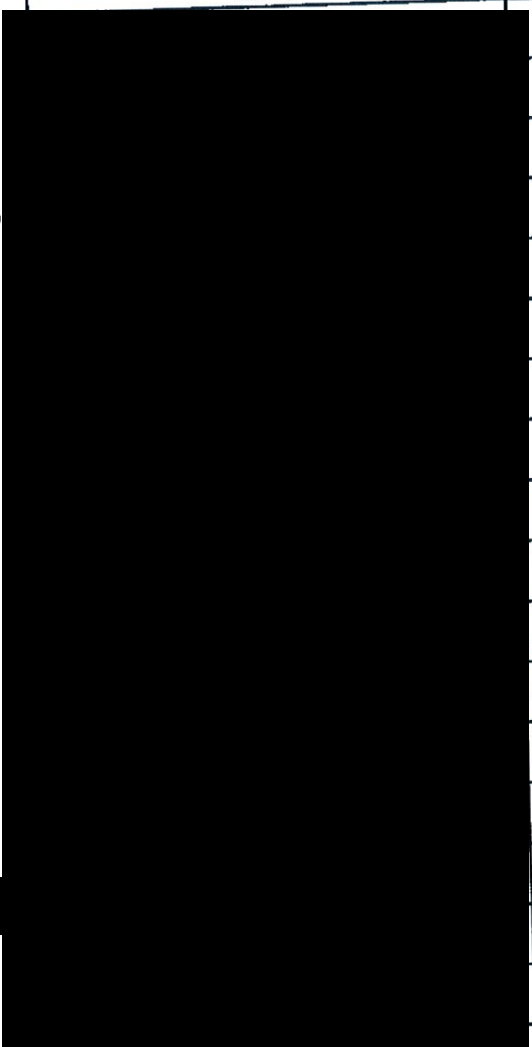
1 14 1 ASU etc

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
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			<input checked="" type="checkbox"/>		ASU - Part-time Faculty School Bd. Member Nettleton
				<input checked="" type="checkbox"/>	
					ASU - Faculty ASU - FACULTY

2 x 4 4 ASU etc

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
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				<input checked="" type="checkbox"/>	Public education advocate
				<input checked="" type="checkbox"/>	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
				<input checked="" type="checkbox"/>	Special education administrator
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			<input checked="" type="checkbox"/>	Harding University	
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			<input checked="" type="checkbox"/>	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 10th graders and you evaluate the 10th 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 11th 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 3rd 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 21st 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 21st 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 21st 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.

[REDACTED]: 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, 3rd 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 12th 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 10th, 11th, and 12th 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. Laveta Wills-Hale 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 .

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 are 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 – 10th, 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.

Committee of Practitioners Sign In Sheet

Purpose of Meeting: Review and advised on Rules

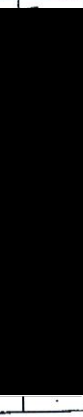
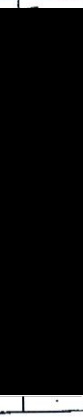
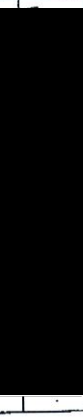
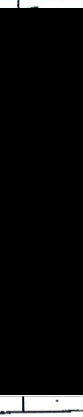
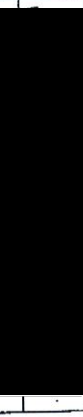
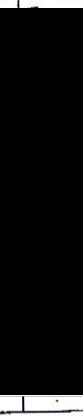
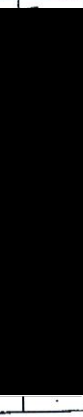
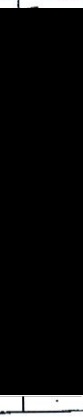
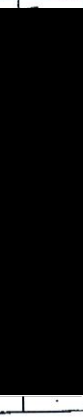
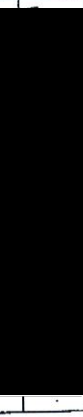
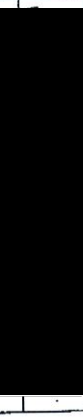
October 14, 2011

	Name	Title/Location	Mailing Address	Signature
1	Annette Hays	FACS Teacher & FCCLA Advisor Location: Acorn Campus		
2	Betty Brewer	Administrative Asst. to Superintendent Location: Dumas	209 So. Elm Dumas, AR 71639	
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	40401st Ave Le, 72201	
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.	124 Brookbell Place Hot Springs, AR 71913	
9	Dr. David Westmoreland	Director of Student Services Location: Conway School Dist.	2220 Prince St. Conway, AR 72034	
10	Elbert Harvey	School Improvement Coordinator Location: ADE		
11	James Gregory	Federal Grant Coordinator Location: Lincoln School Dist.	17133 West Murray	
12	Janet Walker	Federal Programs Coordinator Location: Lafayette Co. School Dist.	1031 Black St Stamps, AR 71860	
13	Jenny Barber	Supervisor of Federal Programs Location:	PO Box 428 Russellville AR 72811	
14	John Hoy	Assistant Commissioner of Academic Accountability Location: ADE		
15	Jon Collins	Principal Location: West Memphis School District	237 Cypress Road Proctor, AR 72376	

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	4007 N Rodney Park Little Rock, AR 72212	
17	Leon Adams	Coordinator-Title I Location: Little Rock School Dist.	Leon Adams 161 Balldog Drive Russville, AR 72227	
18	Lori Mitchell	ESC Location: Arch Ford Building Co-op	161 Balldog Drive Russville, AR 72227	
19	Matt McClure	Superintendent Location: Cross County School Dist.	Cross Valley, AR 72333	
20	Paula Rawls	Special Programs Coordinator Location: Camden Fairview School Dist.	625 Clifton Camden 71701	
21	Randy Bridges, Ed.D.	Director of Student Services Location: Fort Smith Public Schools	PO Box 1948 Fort Smith, AR	
22	Ronald Laurent	Principal Location: Pine Bluff School Dist.	701 Bert Pine Bluff, AR 71601	
23	Rosa Bowman	Location: Ashdown School Dist.	701 Little River Dr Ashdown, Arkansas 71923	
24	Sandra Mills	Title I Coordinator Location: Forrest City School District	5 Point Lane Forrest City, AR 72335	
25	Tammie Cloyes	Title I Coordinator Location: Forrest City School District	Forrest City, AR Little Rock, AR	
26	Vernell Bowen	Superintendent Location: Diocese of LR Catholic Schools of AR Ouachita River Dist.		

Committee of Practitioners Sign In Sheet

Purpose of Meeting: Review and advised on Rules

October 14, 2011

Name	Title/Location	Mailing Address	Signature
M. Annette Roberts Lewis	Coordinator Public School Program	14 Capitol Mall	
Tara Hay	Assistant Coordinator		
Christine Smith			
Denise Martin-Russell			



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	[Redacted]
Annette Barnes Lewis, ADE	[Redacted]
Dr. Laura Bednar, ADE	[Redacted]
Jim Boardman, ADE	[Redacted]
Dr. Karen Cushman, ADE	[Redacted]
Cody Decker, ADE	[Redacted]
Neal Gibson, ADE	[Redacted]
Bobby Lester, ADE	[Redacted]
Willie Morris, ADE	[Redacted]
Frank Servedio, ADE	[Redacted]
Phyllis Stewart, ADE	[Redacted]
Dr. Gayle Potter, ADE	[Redacted]
Sarah Argue, ADE/Dept. of Higher Ed	[Redacted]
Elbert Harvey, ADE	[Redacted]
Louis Ferren, ADE	[Redacted]
Seth Blomeley, ADE	[Redacted]
Melinda Houlette, ADE	[Redacted]
Shirley Harvell, NAACP	[Redacted]
Vickie Saviers, SBE	[Redacted]
Ray Samaniego, AR PTA <i>Melinda Kinnison</i>	[Redacted]
Belinda Sullivan Akin, AR Leadership Academy	[Redacted]
Dr. Debbie Davis, AR Leadership Academy	[Redacted]
Richard Abernathy, AAEA	[Redacted]
Mike Mertens, AAEA	[Redacted]
Bennie Gooden, Superintendent	[Redacted]
<i>Kathy Smith, Walton Fdn</i>	[Redacted]
<i>Rich Nagel, AEA</i>	[Redacted]



ACADEMIC ACCOUNTABILITY

NCLB Waiver Meeting
Tuesday, December 13, 2011
3:00 p.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	
Elbert Harvey, ADE	
Louis Ferren, ADE	
Seth Blomeley, ADE	
Melinda Houlette, ADE	

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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

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

33

34

35

36

(10) Teacher evaluations, professional learning plans, and
teacher support under the Teacher Excellence and Support System, § 6-17-2801
et seq.

SECTION 2. Arkansas Code § 6-15-1004(c)(1), concerning qualified



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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.

26

27 /s/J. Roebuck

28

29

30 **APPROVED: 04/05/2011**

31

32

33

34

35

36

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

For An Act To Be Entitled

10

11

AN ACT TO STRENGTHEN THE SYSTEM OF ARKANSAS
EDUCATIONAL LEADERSHIP DEVELOPMENT; AND FOR OTHER
PURPOSES.

12

13

14

15

Subtitle

16

AN ACT TO STRENGTHEN ARKANSAS
EDUCATIONAL LEADERSHIP DEVELOPMENT.

17

18

19

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
23 additional subchapter to read as follows:

24

SUBCHAPTER 4 - SCHOOL LEADERSHIP COORDINATING COUNCIL

25

26 6-1-401. Title.

27 There is established the "School Leadership Coordinating Council".

28

29 6-1-402. Findings.

30 The General Assembly finds that:

31

32 (1) A statewide performance and results based system of
33 leadership development to ensure high levels of collaborative leadership and
34 continuous improvement must have all educators work collaboratively with
35 community stakeholders to apply effective, evidence-based strategies and
practices that increase student and adult learning and close the achievement



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.

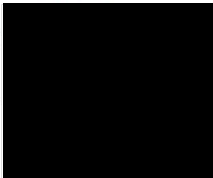
Consent Agenda

Dr. Williams pointed out the retirement of Patricia Brewer after 40 years of service as well as the retirement of Ron Tolson and Dr. Charles Watson.

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
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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.)*

Jeremy Lasiter presented an appeal filed by ██████████ regarding the decision of the Bryant School District to deny the Arkansas Public School Choice Act application of her son ██████████.

██████████ 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.

██████████ 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.

Jay Bequette, legal counsel for Bryant, said the district revoked the approval because Ms. Thornhill 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.



Commissioner Department of Education



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)

Arkansas Common Core Strategic Plan

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					

Desired Outcome 2B: Develop tools and evaluations to help identify and select appropriate resources and materials.

Timeline	Classroom	School	District	Regional/Partners	State
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					

Additional Information

12/8/11 CCSS Institute #1 (2A)

Arkansas Common Core Strategic Plan

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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Desired Outcome 3C: Participate, implement, and support the work of the assessment consortia.

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)

Arkansas Common Core Strategic Plan

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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Desired Outcome 4B: Develop the instructional leadership of school, district, regional, and state leaders.					
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					

Arkansas Common Core Strategic Plan

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: Professional Development

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

Arkansas Common Core

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.TracyTucker, 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.TracyTucker, 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>Goals: 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>	2009 – 2014 and ongoing	<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 (http://nrepp.samhsa.gov)</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 1st 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>Activities: 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>	Year I 2009 - 2010		<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>	

<p>with U.S. Department of Education on integrating mathematics instruction and the RTI process</p>			<p>The posting of two PBSS and/or RTI webinars on the SPDC website</p> <p>The translation of our current model</p>	
			<p>Recent accomplishments include:</p> <ul style="list-style-type: none"> A response to intervention Model Implementation Guidebook An RTI/CTAG Essential Questions and Answers Document A PowerPoint training module on “Differentiating and Adapting Instruction” A PBSS School Implementation Guidebook A PBSS Resource Analysis Guidebook A PBSS Behavioral Matrix Training Guidebook A PBSS Organizational Assessment Guidebook The beginning development of a three course PBSS series with a national on-line college in the areas of classroom management, social skills instruction, and classroom-based interventions for challenging students 	

			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	E-mail Address
Dr.	Richard	Abernathy	Executive Director	Arkansas Association of Educational Administrators	Little Rock	r.abernathy@theaeea.org
Ms.	Debbie	Atwell	Director of Secondary Curriculum	Van Buren School District	Van Buren	datwell@vbsd.us
Ms.	Phoebe	Bailey	Teacher Center Coordinator	Southwest Arkansas Education Service Cooperat	Hope	phoebe.bailey@swaec.org
Ms.	Lisa	Baker	Director of Personnel	Cabot School District	Cabot	lisa.baker@cps.k12.ar.us
Mr.	Shane	Broadway	Interim Director	Arkansas Department of Higher Education	Little Rock	shane.broadway@adhe.edu
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Ms.	Deborah	Bruick	Assistant Superintendent	Bryant School District	Bryant	dbruick@bryantschools.org
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Ms.	Debbie	Davis	Director	Arkansas Leadership Academy	Fayetteville	dadavis@uark.edu
Mr.	Dan	Farley	Executive Director	Arkansas School Boards Association	Little Rock	dan@arsba.org
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Ms.	Kathy	Smith		The Walton Family Foundation	Bentonville	kernith@wffmmail.com
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Dr.	Elien	Treadway	Teaching and Learning Specialist	Arkansas Public School Resource Center	Little Rock	etreadway@apsrc.net



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.

The common assessment system aligned with the Common Core State Standards will be implemented in the 2014-15 school year. Until the new system is designed, piloted, and implemented, the state will continue using the Benchmark and End of Course exams to assess students in mathematics, English language arts, and science.



Parent Resources

Students, parents, and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Arkansas School Performance Reports give an account of school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.


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

Arkansas School Report Cards
http://arkansased.org/testing/performance_report.html

State Test Results for Students
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**Putting It All Together
 in Arkansas
 with
 Common Core State Standards**

**Common Core State Standards in
 Arkansas for Elementary Schools**

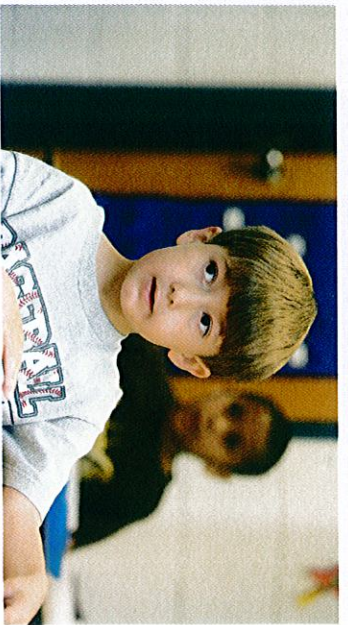
We all want our children to succeed in learning. At home, we can tell when our children are learning to take care of themselves and to take more responsibility for daily living activities.

As parents, we look at our children's grades and observe how happy or frustrated they seem to determine their success in school. Often we don't know where to turn to find out if they are learning what they are supposed to know.

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?

In July 2010, the Arkansas State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Common Core State Standards.





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.

These standards offer consistent expectations for student learning across much of the nation. As a result, school transitions after a family moves across district or state lines should be much easier for everyone. Over 40 states and the District of Columbia have adopted the Common Core State Standards. The new standards will be implemented in grades K-2 beginning the fall of 2011, followed by grades 3-8 in the fall of 2012. The new standards will be in place in each Arkansas classroom K-12 beginning in the 2013-2014 school year.

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.



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Arkansas Department of Education Web
Site: <http://arkansased.org/index.html>



Putting It All Together in Arkansas with Common Core State Standards

Common Core State Standards in Arkansas for Middle Schools

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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. Vocabulary words such as *lava*, *caburetor*, *legislatiure*, *circumference* and *aorta* are just a few examples of how language arts expectations can have an impact on a variety of academic subjects.

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.

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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 Pety	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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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.

The common assessment system aligned with the Common Core State Standards will be implemented in the 2014-15 school year. Until the new system is designed, piloted, and implemented, the state will continue using the Benchmark and End of Course exams to assess students in mathematics, English language arts, and science.



Parent Resources

Students, parents, and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Arkansas School Performance Reports give an account of school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.


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/mon_core.html

Arkansas School Report Cards
http://arkansased.org/testing/performance_report.html

State Test Results for Students
http://arkansased.org/testing/test_scores.html

For More Information
Contact Your Local School or
Arkansas Department of Education Web
Site: <http://arkansased.org/index.html>



**Putting It All Together
in Arkansas
with
Common Core State Standards**

Common Core State Standards in Arkansas for High 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.

As parents, we look at our children's grades and observe how happy or frustrated they seem to determine their success in school. Often we don't know where to turn to find out if they are learning what they are supposed to know.

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?

In July 2010, the Arkansas State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Common Core State Standards.



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. Vocabulary words such as *lava*, *carburetor*, *legislature*, *circumference* and *aorta* are just a few examples of how language arts expectations can have an impact on a variety of academic subjects.

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.

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
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

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.

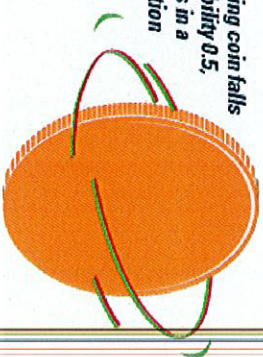
Math

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?

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.

These standards offer consistent expectations for student learning across much of the nation. As a result, school transitions after a family moves across district or state lines should be much easier for everyone. Over 40 states and the District of Columbia have adopted the Common Core State Standards. The new standards will be implemented in grades K-2 beginning the fall of 2011, followed by grades 3-8 in the fall of 2012. The new standards will be in place in each Arkansas classroom K-12 beginning in the 2013-2014 school year.



(1)

- [Educators \(http://www.commoncorearkansas.org/educators/\)](http://www.commoncorearkansas.org/educators/)
- [Parents \(http://www.commoncorearkansas.org/parents/\)](http://www.commoncorearkansas.org/parents/)
- [Community \(http://www.commoncorearkansas.org/community/\)](http://www.commoncorearkansas.org/community/)
- [What? \(http://www.commoncorearkansas.org/what/\)](http://www.commoncorearkansas.org/what/)
- [Why? \(http://www.commoncorearkansas.org/why/\)](http://www.commoncorearkansas.org/why/)
- [How? \(http://www.commoncorearkansas.org/how/\)](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)

[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)

[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)

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)

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)

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)

Common Core State Standards sample performance tasks for kindergarten through 12th grade – April 2011
(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 12th grade – April 2011 (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)

Achieve supports adopting the Common Core State Standards – August 2010
(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>)

Share:

([http://www.facebook.com/share.php?](http://www.facebook.com/share.php?u=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F&t=Resources)

[u=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F&t=Resources](http://www.facebook.com/share.php?u=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F&t=Resources))

([http://twitter.com/home?status=Resources%20-](http://twitter.com/home?status=Resources%20-%20http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F)

[%20http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F](http://twitter.com/home?status=Resources%20-%20http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F))

(<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**

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



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 21st 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
- 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
 - Examining the Common Core State Standards for Mathematics
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/dnjbwJdcPjE>
- 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
- 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
 - Building a Deeper Understanding of the Common Core Standards for Mathematics
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
- b. Mathematics (pages 6-8) 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

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

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

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/references 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 21st 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
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
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
- 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 successively 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
 - 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

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

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

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

- 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

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

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

English Language Arts Instructional Resource Analysis Tool for the Common Core State Standards

www.arkansasideas.org/commoncore

b. Math

Curriculum Analysis Tool developed by Bill Bush. This tool can be downloaded from www.commoncoretools.wordpress.com by scrolling down to Curriculum Analysis Tool.

Two-Tiered Approach to Analyzing Mathematics Instructional Resource Materials

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

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

c. McMannus, 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

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

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

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

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

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.

Title	Time	Writers	Short Description	
<u>Common Core State Standards: A New Foundation for Student Success</u>	2:53	N/A	<ul style="list-style-type: none"> • introductory segment • Standards, development • college-and-career ready students 	<p>Animated</p> <p>History of Promise of</p>
<u>The English Language Arts Standards: What They Are and Who Developed Them</u>	8:00	David Coleman Susan Pimentel	<ul style="list-style-type: none"> • description of development process • discussion of ELA standards • principles of development 	<p>Detailed</p> <p>General</p> <p>Five</p>

<p><u>The English Language Arts Standards: Key Changes and their Evidence</u></p>	6:24	<p>David Coleman Susan Pimentel</p>	<p>Historical</p> <ul style="list-style-type: none"> • context of the need for change in ELA Standards • Five critical shifts from earlier standards: text complexity; analysis, inference and evidence; writing to sources; mastery of writing and speaking; academic vocabulary • Importance of academic vocabulary, especially for English Learners
<p><u>Writing to Inform and Make Arguments</u></p>	3:35	<p>David Coleman Susan Pimentel</p>	<ul style="list-style-type: none"> • Required mastery of three kinds of writing • Analytical writing • Rendering complex information clearly • Student writing styles/multiple disciplines
<p><u>The Balance of Informational and Literary Texts in K-5</u></p>	2:14	<p>Susan Pimentel</p>	<ul style="list-style-type: none"> • Shift the balance to 50 percent informational texts and 50 percent literature in elementary grades • Importance of balance in preparing for later grades and non-literary texts
<p><u>Literary Non-Fiction in Grades 6-12: Opening New Worlds for Teachers and Students</u></p>	1:33	<p>Susan Pimentel</p>	<ul style="list-style-type: none"> • Expanded use of literary non-fiction in later grades • In-depth discussion about the value of teacher expertise in cultivating students' deeper understanding of complex and varied texts
<p><u>Literary Non-Fiction in the Classroom: Opening New Worlds for Students</u></p>	2:27	<p>David Coleman</p>	<ul style="list-style-type: none"> • Opportunities for students to delve more deeply into more varied texts, especially literary non-fiction • 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>.
<p><u>Literacy in Other Disciplines</u></p>	3:50	<p>David Coleman</p>	<ul style="list-style-type: none"> • How ELA Standards apply – and require mastery – across several disciplines (History/Social Studies, Science, and Technical Subjects) • In-depth discussion of Madison and <i>Federalist Paper 51</i>
<p><u>Text-Dependent</u></p>	10:20	<p>David</p>	<ul style="list-style-type: none"> • In-depth analysis and discussion of Dr. King's Letter from a Birmingham Jail

<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"> • Explanation of the cognitive requirements of the Standards • Examples drawn from specific, well-argued paragraphs
<p><u>Conventions of Standard English Writing and Speaking</u></p>	1:44	Susan Pimentel	<ul style="list-style-type: none"> • Asserts the importance of good grammar • Applying complex conventions to writing and speaking as grade levels increase • Discussion of formal and informal communications
<p><u>Speaking and Listening: The Key Role of Evidence</u></p>	2:24	Susan Pimentel	<ul style="list-style-type: none"> • Standards for speaking and listening • Focus on collaboration in multiple settings in work or college • Preparation, respect, and problem-solving in formal and informal situations
<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"> • Outline of the range of higher education professors and practitioners who were involved • Articulation of business leader involvement
<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"> • General discussion of mathematics standards • Aspirations for mathematics instruction at higher levels • Greater mastery through focus and coherence • Review of groups involved • General discussion of mathematics progressions • What is and is not included at the elementary level • What happens at middle school • Discussion of migration away from strands and into domains of mathematics
<p><u>The Mathematics Standards: Key Changes and Their Evidence</u></p>	4:36	William McCallum	<ul style="list-style-type: none"> • General discussion of mathematics standards and goals • Description of domains and increased focus and coherence • Discussion of domains' discrete life spans • General description of the differences for high school mathematics, including real

			world applications and modeling
<u>The Importance of Coherence in Mathematics</u>	4:37	William McCallum	<ul style="list-style-type: none"> • In-depth description of coherence in mathematics, with examples • Need for mathematics domains to fit together for college and career preparation • Flows of the domains in mathematics; moving into a unified whole • Algebra as an example
<u>The Importance of Focus in Mathematics</u>	2:42	Jason Zimba	<ul style="list-style-type: none"> • First-year college remediation challenges • Mismatch between higher education and K-12 – more mastery of fewer topics vs. covering more • Focus as it relates to teachers' needs to build a solid foundation in early grades • Solid early foundation enabling greater success later
<u>The Importance of Mathematical Practices</u>	4:02	William McCallum Jason Zimba	<ul style="list-style-type: none"> • Standards for Mathematical practice –processes and proficiencies • Habits of mind of the mathematically proficient student • Description of modeling; applying mathematics outside the math classroom • Using mathematics tools in flexible, sophisticated, and relevant ways across disciplines • Technology, structure, and generalization
<u>Mathematical Practices, Focus and Coherence in the Classroom</u>	1:13	Jason Zimba	<ul style="list-style-type: none"> • Habits of mind • Coherence and focus • Implications for the classroom
<u>Whole Numbers to Fractions in Grades 3-6</u>	1:57	William McCallum	<ul style="list-style-type: none"> • Detailed description of the progression from adding and multiplying whole numbers into working with fractions
<u>Operations and Algebraic Thinking</u>	1:52	Jason Zimba	<ul style="list-style-type: none"> • 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)

			<ul style="list-style-type: none"> • Arithmetic as a rehearsal for Algebra
High School Math Courses	2:49	William McCallum	<ul style="list-style-type: none"> • Careful, prescribed sequence of mathematics that builds skills and mastery for elementary and middle school • Explanation of two reasons for a different approach to high school • How mathematics is better connected and cohesive at high school levels • Modeling and probability/statistics in all math subjects
The Importance of Mathematical Progressions	2:02	William McCallum	<ul style="list-style-type: none"> • Progressions, with examples • Design of math progressions and how they play out in domains over grade spans • Connecting topics logically and sequentially
Mathematical Progressions - From the Student Perspective	3:08	Jason Zimba	<ul style="list-style-type: none"> • Student-centered discussion of the progressions in domains from one grade to another
Gathering Momentum for Algebra	2:08	William McCallum	<ul style="list-style-type: none"> • Description of “Algebra Wall” – a challenge for many students under previous standards • Ramp building from kindergarten to Algebra in all domains
Mathematical Fluency: A Balanced Approach	1:56	William McCallum Jason Zimba	<ul style="list-style-type: none"> • Balance between procedural fluency and conceptual understanding, with examples • Building on required fluencies
Ratio and Proportion in Grades 6-8: Connections to College and Career Skills	1:01	Jason Zimba	<ul style="list-style-type: none"> • Ratio and proportion—connections in elementary and middle grades and real world application • Foundations for high school mathematics
The Mathematics Standards and the	1:14	Jason Zimba	<ul style="list-style-type: none"> • discussion of math standards
			General

<u>Shifts They Require</u>			<ul style="list-style-type: none"> • for higher math performance • cohesiveness • goals of focus and coherence 	Aspirations Links and Meeting
<u>Helping Teachers: Coherence and Focus</u>	1:39	William McCallum	<ul style="list-style-type: none"> • teachers in drafting math standards • — seeing forward and backward • doing fewer things more deeply • help teachers • highlighted 	Role of Coherence Focus— Details that Fractions
<u>Shifts in Math Practice: The Balance Between Skills and Understanding</u>	1:02	William McCallum	<ul style="list-style-type: none"> • discussion • expectations • between skills and understanding • cognitive demand • for teachers to go more deeply with their students • students to not only “do” the math, but “use” the math 	General Clear Balance Higher More time Preparing

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 <i>Aligned to CCSS</i>	Supporting Documentation
<p>Appropriately Complex Texts 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.</p> <p>Note: Text complexity takes into consideration quantitative and qualitative measures as well as reader and task considerations.</p>	<p>Common Core State Standards 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</i>, page 8)</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>Publishers’ Criteria 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</i>, page 4; <i>Publisher’s Criteria 3-12</i>, page 3)</p>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p>Increased Reading of Informational Texts 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"> • Contains sophisticated academic vocabulary • Supports rich dialogue • Enables complex tasks • Provides a source for deep thinking • Builds conceptual and world knowledge <p>(<i>Publisher's Criteria K-2</i>, pages 2-3; <i>Publisher's Criteria 3-12</i>, pages 3-5)</p> <p>Model Content Frameworks 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>Common Core State Standards 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) 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>Publishers’ Criteria, K-2</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>Publishers’ Criteria, 3-12</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>Model Content Frameworks</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>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<p>Content Area Literacy 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>Common Core State Standards</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>Publishers' Criteria, 3-12</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>

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	<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>

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<p>Close Reading 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>Model Content Frameworks 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>Common Core State Standards 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"> • Understanding your purpose in reading

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	<p>understand complex ideas and structures presented within the text.</p>	<ul style="list-style-type: none"> • Understanding the author’s purpose in writing • Seeing ideas in a text as being interconnected • Looking for and understanding systems of meaning • Engaging a text while reading • Getting beyond impressionist reading • Formulating questions and seeking answers to those questions while reading <p><i>(Common Core State Standards, page 7)</i></p> <p><u>Publishers’ Criteria, K-2</u></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, page 5)</i></p> <p>Students should glean the information they need from multiple readings of a text.</p> <p><i>(Publishers’ Criteria, K-2, page 6)</i></p> <p><u>Publishers’ Criteria, 3-12</u></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, page 5)</i></p> <p><u>Model Content Frameworks</u></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>Text-dependent Questions 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>Common Core State Standards 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>Publishers’ Criteria, K-2 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>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<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><u>Publishers' Criteria, 3-12</u> 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. <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>

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		<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><u>Model Content Frameworks</u></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>

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<p>Academic Vocabulary 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>Common Core State Standards 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>orta</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>

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<p>Argumentative Writing 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>Publishers' Criteria 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>Model Content Frameworks 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>Common Core State Standards 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>

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	<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>Publishers’ Criteria, 3-12</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"> • In elementary school, 30% of student writing should be to argue, 35% should be to explain/inform, and 35% should be narrative. • In middle school, 35% of student writing should be to write arguments, 35% should be to explain/inform, and 30% should be narrative. • In high school, 40% of student writing should be to write arguments, 40% should be to explain/inform, and 20% should be narrative. <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>Short and Sustained Research Projects</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>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>	<p>on using information or evidence drawn from texts. (<i>Publishers' Criteria, 3-12, page 11</i>)</p> <p>Model Content Framework</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>Common Core State Standards</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>Publishers' Criteria, 3-12</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>

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
<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>Model Content Frameworks</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

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

Publishers' Criteria for English Language Arts and Literacy, Grades K-2,
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

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

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

$$\text{i.e. } 16 \times 10 = (10 \times 10) + (6 \times 10) \text{ or } 50 \times 10 = 5 \times (10 \times 10) \text{ or}$$

$$1000 = (10 \times 10) \times 10 = 10 \times (10 \times 10)$$

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 3rd 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. $10,000 - 10 \times (10 \times 10)$ }. 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 7th 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 7th 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 7th 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 and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS 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

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						Close Reading						
Vocabulary: Greek and Latin Roots						Vocabulary						
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

ELF: http://www.arkansased.org/pd/smart_start/effective.html

Lit Lab: 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 hilsle@Harding.edu - Additional information about Literacy Lab is posted on the ADE website. 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	CLASS
Informative/ Explanatory Writing							
Text Complexity							
Close Reading							
Vocabulary							
Argumentative Writing							
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 and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS www.arkansasideas.org

Figure A: Mathematics Sessions for CCSS

<p>#1-September 29, 2011</p> <ol style="list-style-type: none">1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum.2) Role of teacher understanding of problem types (pp. 88-89 of CCSS) in mathematics curriculum development in grades K-4.3) Extending problem types to middle and high school for continuity in mathematics curriculum.
<p>#2-December 1, 2011</p> <ol style="list-style-type: none">1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum.2) Using the Standards for Mathematical Practice as a tool for curriculum integration across disciplines.3) The role of vocabulary development in a high quality mathematics curriculum.
<p>#3-February 29, 2012</p> <ol style="list-style-type: none">1) Differentiation between Common Core Mathematics Content Standards

and Mathematics Curriculum

- 2) Dealing with Implementation and Transition "Gaps"
- 3) Role of summer professional development in implementation of CCSS
- 4) Role of PLC (job-embedded PD) in implementation of CCSS
- 5) Resources from ADE in support of implementation of CCSS

#4-May 16, 2012

- 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum
- 2) The role of content progressions in developing mathematics curriculum
- 3) The role of learning progression in developing mathematics curriculum
- 4) Update on ADE resources related to professional development in support of the Mathematics Common Core State Standards

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

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 nd 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 rd and 4 th grade)	
Problem Situations: Multiplication and Division (3 rd and 4 th grade)	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (3 rd and 4 th grade)	
Geometric Measurement: Linear, Area, Angle (3 rd , 4 th and 5 th grade)	
Non-geometric Measurement: Mass, Weight, Time, Money, etc. (3 rd , 4 th and 5 th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (5 th and 6 th grade)	
Data Modeling Part One: Inventing Displays, Center and Precision (6 th grade)	
Data Modeling Part Two: Chance and Modeling (6 th 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 th grade)	
Data Modeling Part Two: Chance and Modeling (7 th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (7 th – 10 th grade)	
Mathematics Design Collaborative (9 th – 10 th grade)	

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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.

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

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.


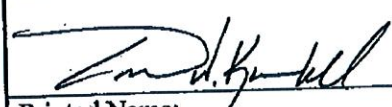
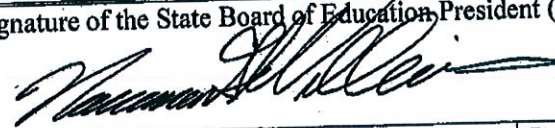
XVIII. Signatures and Intent To Join in the Consortium

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 Cite

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Sort By Relevance What's this?

Hide Hits

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

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: _____