



AGENDA

STATE BOARD OF EDUCATION

August 11, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

I. Call to Order

II. Consent Agenda

1. Minutes - July 14, 2016 13

Presenter: Deborah Coffman

2. Minutes - July 15, 2016 25

Presenter: Deborah Coffman

3. Newly Employed, Promotions and Separations 37

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

Presenter: Greg Rogers and Clemetta Hood

4. Consideration of Report on Waivers to School Districts for Teachers 39

Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 25

school districts covering a total of 55 waivers. There were also requests for long-term substitutes from 6 school districts requesting a total of 9 waivers for long-term substitutes. These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Cheryl Reinhart

5. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-083 – Kaley S. Brewer

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.

Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written reprimand and assess a \$50.00 fine. Ms. Brewer did not respond within the required thirty (30) day period.

Presenter: Eric James

6. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-123 – Rebekah Lee Stroth

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.

Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. Violation of Standard 3. An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written warning. Ms. Stroth accepted the recommendation on June 18, 2016.

Presenter: Eric James

7. Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are

requested to review the following:

Commercial Bond Application – 2 Second Lien and 9 Voted

With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package:

- Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application.
- Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: Cindy Hollowell and Amy Woody

8. Legislative Reports 53

Pursuant to Ark. Code Ann. § 6-13-112, a quarterly status report is provided for each school district currently under state authority.

Presenter: Dr. Richard Wilde

9. Legislative Reports 601

Pursuant to Ark. Code Ann. § 6-13-112, a quarterly status report is provided for each school district currently under state authority.

Presenter: Cindy Smith

10. Consideration of Approval of Education Service Cooperative's Annual Report 670

Pursuant to Arkansas Code Annotated § 6-13-1020, education

service cooperatives shall file annual reports with the Department of Education for State Board approval.

Presenter: Johnny Key

11. Consideration for Public Comment: Proposed ADE Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements (AFARS) 2062

Acts 345 of 2015 amended Ark. Code Ann. § 6-20-2204 regarding the Educational Financial Accounting and Reporting Act required training.

Changes to these rules are necessary to implement these changes. ADE staff respectfully requests the State Board release this rule for public comment.

Presenter: Jennifer Davis

III. Action Agenda A. 10:00am

Time: 10:00

1. Consideration of Appeal from Denial of School Choice Application - Kincaid 2083

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Kincaid family appeals the decision of the Bryant School District to deny its children's school choice applications for the 2016-2017 school year. The family resides in the Little Rock School District.

Presenter: Jennifer Davis

2. Consideration of Appeal from Denial of School Choice Application - Molnar 2184

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Molnar family appeals the decision of the Mountainburg School District to deny its children's school choice applications for the 2016-2017 school year. The family resides in the Greenland School District.

Presenter: Jennifer Davis

3. Consideration of Appeal from Denial of School Choice Application - 2224

Newton

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Newton family appeals the decision of the Pulaski County Special School District to deny its child's school choice application for the 2016-2017 school year. The family resides in the Little Rock School District.

Presenter: Jennifer Davis

4. Consideration of Appeal from Denial of School Choice Application - 2261
Wall

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Wall family appeals the decision of the White Hall School District to deny its child's school choice application for the 2016-2017 school year. The family resides in the Pine Bluff School District.

Presenter: Jennifer Davis

5. Consideration of Appeal from Denial of School Choice Application - 2375
Campbell

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Campbell family appeals the decision of the White Hall School District to deny its child's school choice application for the 2016-2017 school year. The family resides in the Pine Bluff School District.

Presenter: Jennifer Davis

6. Consideration of Appeal from Denial of School Choice Application - 2412
Wilson

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Wilson family appeals the decision of the White Hall School District to deny its child's school choice application for the 2016-2017 school year. The family resides in the Dollarway School

District.

Presenter: Jennifer Davis

- a. Consideration of Denial from Opportunity School Choice Application 2447

Pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act, the Wilson Family appeals the decision of the White Hall School District to deny an Opportunity School Choice transfer to its child for the 2016-2017 school year. Family is zoned to attend the Dollarway School District.

Presenter: Jennifer Davis

7. Consideration of Appeal from Denial of Opportunity School Choice Application - Allen 2476

Pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act, the Allen Family appeals the decision of the White Hall School District to deny Opportunity School Choice Applications to its children for the 2016-2017 school year. Family is zoned to attend the Dollarway School District.

Presenter: Jennifer Davis

8. Consideration of Appeal from Denial of Opportunity School Choice Application - Lucas 2508

Pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act, the Allen Family appeals the decision of the Pulaski County Special School District to deny an Opportunity School Choice Application for the 2016-2017 school year. Family is zoned to attend the Jacksonville Middle School.

Presenter: Jennifer Davis

9. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License- Ann Johnson
- Ann Johnson holds an Arkansas Standard Teaching License. The

Office of Educator Effectiveness, National Board for Professional Teaching Standards, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Johnson concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

10. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License- Robin Johnson

Robin Johnson holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board for Professional Teaching Standards, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Johnson concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

11. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License- Julia Rice

Julia Rice holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board for Professional Teaching Standards, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Rice concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

12. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards,

for Suspension of License- Heather Coats-Richardson

Heather Coats-Richardson holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board for Professional Teaching Standards, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Coats-Richardson concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

13. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License- Ashley Nelson

Ashley Nelson holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board for Professional Teaching Standards, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Nelson concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

14. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License- Elizabeth Quinn

Elizabeth Quinn holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board for Professional Teaching Standards, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Quinn concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: ivy Pfeffer

15. Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License- Trina Walls

Trina Walls holds an Arkansas Standard Teaching License. The Office of Educator Effectiveness, National Board for Professional Teaching Standards, recommends suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. Efforts have been made to contact Ms. Walls concerning her nonpayment of funds. The recommendation is for the teaching license to be suspended until payment is made in full.

Presenter: Ivy Pfeffer

IV. Action Agenda B 1:00pm

1. Consideration of Academic Distress Appeal for Mineral Springs High School/Possible Consideration of Mineral Springs High School Meeting the Criteria to be Designated as Being in Academic Distress 2536

The Mineral Springs School District filed an appeal of the identification of Mineral Springs High School as meeting the criteria for Academic Distress. According to Section 3.02.2.1 of the ACTAAP Rules, a school may be identified/classified as being in Academic Distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period. If the school district's appeal is denied, the State Board must further consider classifying the Mineral Springs High School as a school in Academic Distress.

Presenter: Louis Ferren and Lori Freno

2. District Request for Waivers Granted to Open-Enrollment Charters: Greenbrier School District 2612

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. On April 14, 2016, the State Board of Education

approved waivers for the Greenbrier

School District. Representatives of the district are appearing before the Board with another petition for waivers.

Presenter: Mary Perry

3. District Request for Waivers Granted to Open-Enrollment Charters: 2622

Hamburg School District

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. On July 15, 2016, the State Board of Education approved waivers for the Hamburg School District. Representatives of the district are appearing before the Board with another petition for a waiver.

Presenter: Mary Perry

4. Consideration of Arkansas Computer Science Standards and Courses for High School 2629

The Arkansas Computer Science Standards for High School are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Through these standards, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. These standards help students learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

The Arkansas Department of Education requests that the State Board place no pre-requisites on the Arkansas Computer Science High School Courses, and allow schools to place students in any of the courses based on ability and desire. The ADE recommends that districts develop and formally adopt a written policy outlining placement protocols. Evaluation tools and placement criteria will be the responsibility of the local districts. Though there are no specific course prerequisites, students enrolling in Advanced Programming, Advanced Networking, or Advanced Information Security should understand and be able to apply the content/concepts found within the Arkansas Computer Science Courses Levels 1 - 4.

ADE recommends schools enroll students across levels and emphases in the same sections of the master schedule (a.k.a. stacking) as long as the number of students do not exceed Standards of Accreditation maximums and/or ratios, and the school can reasonably assure a high-quality educational experience for all students within that section.

ADE requests that the State Board adopt all portions of the documents except the teacher clarification notes. The teacher clarification notes follow the standard[s] to which they apply and are indicated by the word "NOTE."

ADE requests that official implementation of the Arkansas Computer Science Standards and Courses for Grades 9-12 begins during the 2017-2018 school year, with acknowledgement that these standards and courses will replace all existing ADE and Arkansas Career Education computer science courses that year. ADE also requests that the State

Board grant authority for schools that wish to be early adopters of any of these courses, particularly the Independent Study and/or Internship Program be allowed to do so in 2016-2017.

Presenter: Anthony Owen

5. Consideration of the Recommendation to Approve the 2016 Educator Preparation Provider Report 2692

The EPPR provides information on enrollees and graduates at the institutions and reports demographic and statistical data to inform policy decisions. The commitment of EPPs to providing accurate, relevant data in a timely manner demonstrates their dedication and contribution to the success of this effort. All parties involved share an interest in preparing the best possible educators to provide a quality education to all Arkansas students.

The 2016 EPPR report data will be used by the Professional Licensure Standards Board as one data source for program audits.

The 2016 EPPR includes a statewide report and reports for each Institution of Higher Education (IHE) or other organization that offers a state approved preparation program. We ask the Board's approval of the 2016 EPPRs.

<https://adedata.arkansas.gov/eppr/>

<https://adedata.arkansas.gov/eppr/StatewideReports.aspx>

<https://adedata.arkansas.gov/eppr/IHEReports.aspx>

Presenter: Ivy Pfeffer

6. Consideration for Final Approval: ADE Rules Governing Home Schools 2693

Act 832 of 2015 amended Ark. Code Ann. § 6-15-504 regarding required testing for home school students. A public comment hearing was held on July 29, 2016. The public comment period ended on July 29, 2016. Public comments were received, but no substantive changes were made. Governor's approval was received on June 20,

2016. Department staff respectfully requests that the State Board give approval for these rules.

Presenter: Jennifer Davis

7. Consideration of 2017 State Board Meeting Schedule 2705

At its December meeting, the Board shall adopt meeting dates for the following calendar year. The ADE requests the 2017 schedule be approved for planning purposes.

Presenter: Lori Freno

8. Consideration of Resolution for State Representative Sheila Lampkin 2706

Presenter: Mireya Reith

V. Public Comment -Dr. Michael Nellums

Dr. Michael Nellums has requested to provide public comment.

Presenter: Dr. Michael Nellums

VI. Consideration for Adjournment

Presenter: Chair Mireya Reith

VII. Work Session - Act 1240 Waivers 2707

Presenter: Mary Perry and Jennifer Davis

**Minutes
State Board of Education Meeting
Thursday, July 14, 2016**

The State Board of Education met Thursday, July 14, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 10:03 am.

Present: Mireya Reith, Chair; Jay Barth, Vice-Chair; Dr. Fitzgerald Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; and Johnny Key, Commissioner.

Absent: Meghan Ables, 2016 Teacher of the Year.

Consent Agenda

Dr. Barth moved, seconded by Mr. Black, to approve the consent agenda less C-14. Ms. Zook recused from the vote due to knowing one of the persons included in the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes – June 9, 2016
- Minutes – June 10, 2016
- Minutes – June 27, 2016
- Newly Employed, Promotions and Separations
- Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-021 – David Thomas Cone
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-051- Timothy Lee Eddings
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-052 – Julie B. LaRose
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-089 – Susan Ann Scott-Chambers
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-093 – Cassandra Lynn Schumacher
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-095 – Colton S. Turner
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-099 – Kevin J. Lea
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-103 – Jessica Megan Hall
- Update on Adult Education Public Charter School Application Timeline

Consent Item 14 Legislative Reports

Ms. Zook said she wanted to draw attention to the legislative reports that are submitted to legislators on a quarterly basis. She said the public should know that progress reports are being submitted. She also recognized the detail of information contained in the reports. She commended the ADE staff for these reports.

Ms. Chambers moved, seconded by Ms. Zook, to approve consent item 14 legislative reports. The motion carried unanimously.

Action Agenda

A-1 Consideration of Little Rock School District Progress Report

General Counsel Ms. Lori Freno read a prepared letter from Little Rock School District Superintendent Mr. Michael Poore.

Mr. Williamson moved, seconded by Ms. Dean, to approve the Little Rock School District progress report. The motion carried unanimously.

A-2 Consideration of Appeal from Denial of School Choice Application - Dulaney

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Dulaney family appealed the decision of the Cabot School District to deny its child's school choice application for the 2016-2017 school year. She said the family resides in the Jacksonville North Pulaski School District.

Ms. Davis submitted a letter from Dr. Tony Thurman, Superintendent of Cabot School District, stating that the Cabot School District received the school choice application from the Dulaney family and submitted it to the Jacksonville North Pulaski School District. The Cabot School District is willing to accept the school choice application. However, the district was notified by the Jacksonville North Pulaski School District that the application was denied based on JNPSD being a party to a desegregation lawsuit.

Parent Ms. Nacesha Dulaney said her fourteen-year old daughter was on a pathway to success. She said her child was engaged in learning and the next grades are very important to her progress.

Ms. Zook moved, seconded by Mr. Williams, to approve the appeal from denial of school choice application for the Dulaney family. Dr. Barth, Ms. Chambers and Ms. Dean voted no. The final vote was 5-3. The motion carried.

Reconsider Action Item 2

Dr. Barth moved, seconded by Ms. Zook, to reconsider the vote on Action Item 2. The motion carried unanimously.

Ms. Zook moved, seconded by Mr. Williamson, to approve the appeal from denial of school choice application for the Dulaney family. Dr. Barth, Mr. Black, and Ms. Chambers voted no. The final vote was 5-3. The motion carried.

A-3 Consideration of Appeal from Denial of School Choice Application – McAuliffe

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the McAuliffe family appealed the decision of the Parkers Chapel School District to deny its child's school choice application for the 2016-2017 school year. She said the family resides in the El Dorado School District.

Mr. Seth Williams, representing the Parkers Chapel School District, said the district denied the request based on the exemption from El Dorado School District.

Parent Ms. Kristi McAuliffe said her children have always attended the Parker Chapel School District and requested to continue enrollment in the district.

El Dorado School District attorney Ms. Whitney Moore said that the El Dorado School District was under a desegregation order. She said the students had previously attended Parkers Chapel School District because of a family situation that is not currently applicable and/or may not have been followed legally. Ms. Moore provided a brief history of the 1971 desegregation order. She said the Board should deny the request because the court order denies all school choice and the El Dorado School District declared an exemption.

El Dorado School District Superintendent Mr. Jim Tucker said the district offered STEM classes, electives, Pre-AP, and AP courses. He said the El Dorado Promise was also an incentive for students.

General Counsel Ms. Lori Freno said the attorney general's opinion did identify the Arkansas Department of Education but should apply to the State Board of Education in regard to desegregation orders and school choice.

Public School Accountability Coordinator Mr. Elbert Harvey said the El Dorado School District did submit a plan to become unitary but has not submitted a timeline.

Dr. Barth moved, seconded by Ms. Chambers, to deny the appeal from denial of school choice application for the McAuliffe family. Ms. Newton, Mr. Williamson, and Ms. Zook voted no. The final vote was 5-3. The motion carried.

Reconsider Action Item 3

Dr. Hill moved, seconded by Ms. Newton, to reconsider the vote on Action Item 3. Dr. Barth, Mr. Black, and Ms. Chambers voted no. The final vote was 5-3. The motion carried.

Mr. Williamson moved, seconded by Mr. Hill, to approve the appeal from denial of school choice application for the McAuliffe family. Dr. Barth and Ms. Chambers voted no. The final vote was 6-2. The motion carried.

Additional Discussion Regarding Action Items 2 and 3

Jacksonville North Pulaski School District Superintendent Mr. Tony Wood requested additional information regarding the two previous votes by the Board.

General Counsel Ms. Lori Freno said the State Board considers each action item individually.

The Board voted to reconsider action item 2 and action item 3. (See action items 2 and 3).

Ms. Freno provided additional clarification regarding unitary status for districts under desegregation orders. She also addressed future actions possible for families and districts.

Assistant Commissioner for Public School Accountability Ms. Annette Barnes said the accreditation unit would be reviewing the unitary status plan and timeline submitted by the district. She said the accreditation unit would place a district on accreditation probation if the district does not submit a plan and timeline indicating progress toward unitary status.

Board members requested a progress report from the accreditation unit regarding district submission of plans and timelines to reach unitary status.

A-4 Review of Alleged Violation of State Board Order – PLSB Case No. 14-026; Brett Louis Difani

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said the State Board previously provided an order to Mr. Brett Louis Difani. She said the Professional Licensure Standards Board received information indicating that Mr. Difani

violated the Board's order, dated March 20, 2014, by continuing the sanctioned behavior. She said Mr. Difani is on probation until March 2017. She recommended at least a one-year suspension.

Mr. Brett Louis Difani said he terminated the relationship when notified of the State Board order. He said the relationship reconvened when his wife reached age 18.

Attorney Bill Owens James, Jr. said Mr. Difani followed the State Board order. He said this is an unusual situation but there is no evidence of any improper action.

Dr. Barth moved, seconded by Mr. Black, to order a one-year suspension followed by one-year probation for Mr. Difani. Ms. Dean, Dr. Hill, Ms. Newton, Mr. Williamson, and Ms. Zook voted no. The final vote was 3-5. The motion failed.

Ms. Dean moved, seconded by Mr. Black, to take no action but continue the probation until March 2017 for Mr. Difani.

Dr. Barth moved a substitute motion, seconded by Ms. Newton, to order a three-year probation beginning July 14, 2016, and ending July 14, 2019; a fine of \$75.00; and no future ethical violations for Mr. Difani. The motion carried unanimously.

A-5 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 15-152; Jamie Gail Morton

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Jamie Gail Morton made a request for State Board review. Ms. Morton filed written objections and the PLSB filed its response. Ms. Morton submitted an email withdrawing her request for a review.

Ms. Zook moved, seconded by Mr. Black, to approve the PLSB evidentiary hearing findings and recommendations for Ms. Jamie Gail Morton. Mr. Williamson voted no. The final vote was 7-1. The motion carried.

A-6 Consideration of Waiver Request for Teaching License - Michael Magouyrk

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Michael Magouyrk is seeking a teaching license. On June 8, 2016, the Department notified Mr. Magouyrk that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. She said Mr. Magouyrk requested a waiver of the disqualifying offense. Ms. Liwo recommended the State Board grant the waiver request. Mr. Magouyrk did not attend.

Ms. Zook moved, seconded by Dr. Barth, to grant the waiver request for teaching license for Mr. Michael Magouyrk. The motion carried unanimously.

A-7 Consideration of Waiver Request for Teaching License - Marianne Gandolph

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Marianne Gandolph was seeking a teaching license. She said on June 8, 2016, the Department notified Ms. Gandolph that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Ms. Gandolph requested a waiver of the disqualifying offense. Ms. Liwo recommended the State Board grant the waiver request.

Dr. Barth moved, seconded by Ms. Zook, to grant the waiver requested for teaching license for Ms. Marianne Gandolph. The motion carried unanimously.

A-8 Consideration of Disqualification from Licensure – Jermichael L. Riley

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Jermichael L. Riley was seeking a teaching license. She said on May 2, 2016, the Department notified Mr. Riley that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Mr. Riley did not respond or request a waiver of the disqualification from the State Board. Ms. Liwo recommended the State Board deny Mr. Riley's application for licensure.

Ms. Zook moved, seconded by Ms. Dean to disqualify Mr. Jermichael L. Riley from licensure. The motion carried unanimously.

A-9 Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case No. 13-148 Chadwick Lance Martin

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Chadwick Lance Martin holds a standard teaching license and has an outstanding fine of \$100, as ordered by the State Board of Education. Mr. Martin has not responded to collection attempts. She said the PLSB staff requested the suspension of Mr. Martin's license until the fine is paid in full.

Dr. Barth moved, seconded by Ms. Zook, to suspend Mr. Chadwick Lance Martin's teaching license until the fine is paid in full. The motion carried unanimously.

A-10 Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case No. 14-059 Deborah Faye Craig

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Deborah Faye Craig holds a standard teaching license and has an outstanding fine of \$75, as ordered by the State Board of Education. She said Ms. Craig has not responded to collection attempts. She said the PLSB staff requested the suspension of Ms. Craig's license until the fine is paid in full.

Ms. Newton moved, seconded by Mr. Williamson, to suspend Ms. Deborah Faye Craig's license until the fine is paid in full. The motion carried unanimously.

A-11 Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case No. 14-074 Penny Louise Oden

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Penny Louise Oden holds a standard teaching license and has an outstanding fine of \$100, as ordered by the State Board of Education. She said Ms. Oden has not responded to collection attempts. She said the PLSB staff requested the suspension of Ms. Oden's license until the fine is paid in full.

Dr. Barth moved, seconded by Dr. Hill, to suspend Ms. Penny Louise Oden's license until the fine is paid in full. The motion carried unanimously.

A-12 Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case No. 14-087 Billy Eugene Carter

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Billy Eugene Carter holds a standard teaching license and has an outstanding fine of \$100, as ordered by the State Board of Education. She said Mr. Carter has not responded to collection attempts. She said the PLSB staff requested the suspension of Mr. Carter's license until the fine is paid in full.

Ms. Newton moved, seconded by Mr. Black, to suspend Mr. Billy Eugene Carter's license until the fine is paid in full. The motion carried unanimously.

A-13 Review of Fine Assessed by the State Board of Education - PLSB Case No. 14-129 Earl Deer Young

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Earl Deer Young holds a standard teaching license. On September 11, 2014, the State Board assessed a \$50 fine to be paid by Mr. Young. She said due to extenuating

circumstances, the PLSB staff requested that the State Board rescind the assessed \$50 fine.

Ms. Chambers moved, seconded by Ms. Dean, to rescind Mr. Earl Deer Young's assessed \$50 fine. The motion carried unanimously.

A-14 Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case No. T14-005 Andrea Raye Day

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Andrea Raye Day holds a standard teaching license and has an outstanding fine of \$75, as ordered by the State Board of Education. She said Ms. Day has not responded to collection attempts. She said the PLSB staff requested the suspension of Ms. Day's license until the fine is paid in full.

Ms. Chambers moved, seconded by Dr. Hill, to suspend Ms. Andrea Raye Day's license until the fine is paid in full. The motion carried unanimously.

A-15 Consideration of the Recommendation to Adopt the Professional Standards for Educational Leaders (PSEL)

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the Council for Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) have revised the standards that guide preparation and practice for educational leaders in the United States. She said these standards, which were formerly known as the ISLLC standards, articulate the knowledge and skills expected of school leaders. The PSEL standards will be used by many states to guide policies concerning the practice and improvement of educational leaders (e.g., licensure, evaluation and professional learning policies). Ms. Pfeffer said working together, Arkansas Leadership Programs, Arkansas public school leaders, and supporting organizations have recommended adopting the PSEL standards and have drafted a timeline for implementation to take place by 2020.

Dr. Barth moved, seconded by Ms. Dean, to adopt the Professional Standards for Educational Leaders. The motion carried unanimously.

A-16 Hearing on Open-Enrollment Amendment Request: Little Rock Preparatory Academy

Staff Attorney Ms. Jennifer Davis reviewed the hearing procedures.

Public School Program Coordinator Ms. Alexandra Boyd presented documentation to indicate that on May 18, 2016, representatives of Little Rock Preparatory Academy

appeared before the Charter Authorizing Panel, requesting an amendment to their charter. By a five-to-two vote, the Panel approved the request. On June 9, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Little Rock Preparatory Academy Superintendent Ms. Tina Long said the mission of LRPA remains committed to serving students. She said all students work on an academic improvement plan to ensure individual growth. She said the school was requesting to relocate the middle school campus relocation for 180 students in grades 5-8.

Public Comment Ms. Nell Matthews, representing the League of Women Voters and Stand up for Little Rock, said this school would be near Henderson Middle School, Little Rock School District. She said it is a choice to attend a charter school or a traditional school. She said this is not a viable system that could harm the district.

Public Comment Ms. Courtney Valentine, Little Rock Preparatory Academy teacher, said students are learning in the current environment but the students deserve the better location.

Public Comment Ms. Amy Jones, Little Rock Preparatory Academy parent, commended the school for the opportunities her child has received. She said the school is a family. She requested the relocation be approved.

Public Comment Mr. Shawn Parker, Little Rock Preparatory Academy student, said he participated in First Team and is doing well in golf.

Public Comment Ms. Monique Robinson, Little Rock Preparatory Academy parent, said she chose the school because the staff worked individually with her children.

Public Comment Ms. Darlinea Wadood, Little Rock Preparatory Academy grandparent and volunteer, said she appreciated the LRPA staff. She said LRPA had a strong parent organization. She supported the relocation. Mr. James G. Stephenson IV, student and grandson, said he was having a great time at LRPA. Ms. Janiya Stephenson, student and granddaughter, said she had been provided many opportunities at LRPA.

Ms. Zook moved, seconded by Mr. Williamson, to uphold the Charter Authorizing Panel action on Open-Enrollment Amendment Request for Little Rock Preparatory Academy. Dr. Barth voted no. The final vote was 7-1. The motion carried.

A-17 Hearing on Open-Enrollment Amendment Request: Haas Hall Academy, Fayetteville and Bentonville Charters

Staff Attorney Ms. Jennifer Davis reviewed the hearing procedures.

Public School Program Coordinator Ms. Alexandra Boyd presented documentation to indicate that on May 18, 2016, representatives of Haas Hall appeared before the Charter Authorizing Panel requesting, an amendment to their charter. By a six-to-one vote, the Panel denied the enrollment cap expansion. By a five-to-two vote, the Panel approved the sibling preference addition to both the Fayetteville and Bentonville charters. By a unanimous vote, the Panel denied the license request to open a campus at the Jones Center in Springdale for the 2016-2017 school year. On June 9, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Haas Hall Academy Founder and Superintendent Dr. Martin Schoppmeyer Jr. requested to open the Fayetteville campus at the Jones Center in August 2017.

Haas Hall Academy Executive Director of Marketing Ms. Heather Holaway said the application is available online. She said the lottery is also online. She said a prospective student may visit the school prior to or after the lottery through the shadow program.

Attorney Mr. Mark Henry said the Jones Center contacted Haas Hall to serve a more diverse group of students. He said the school listened to the criticisms about diversity and moving too fast. He said the school moved the opening date forward to 2017. He said he received a letter yesterday from Dr. Jim Rollins, Superintendent of the Springdale School District.

Springdale School District Associate Superintendent Dr. Megan Slocum said the letter from Dr. Rollins came from his heart. She said the concern is that the proposed location is within the Springdale School District. She said that many of the parents that would be targeted to meet the diversity expectations may not be included because they may not have access to technology, travel, and/or access to the school.

Springdale School District Deputy Superintendent Dr. Jared Cleveland said he did meet with Dr. Schoppmeyer. He said he shared his concerns regarding the challenges and opportunities that come with diversity. He said the likelihood of students in poverty attending Haas Hall could be limited by the difficulty with transportation.

Public Comment from Elected Official Representative Jim Dotson said he supported the expansion of Haas Hall.

Public Comment Mr. Avery Mancel, a senior at Springdale High School, said the district was a family that considers all students.

Public Comment Ms. Loretta Mancel, a teacher for the Springdale School District, said much time has been spent on this issue. She said only a limited group of families will apply for Haas Hall. She said the Springdale School District serves all students.

Public Comment Ms. Dawn Graham, a teacher for the Springdale School District, said the teachers work to build the trust of students and parents in diverse communities.

Attorney Mr. Mark Henry said Haas Hall does not keep track of data regarding free and reduced students because the school does not receive federal funding.

Dr. Schoppmeyer said there were no students that qualified for special education services. He said some students receive 504 accommodations. He said an outreach coordinator has been hired with another position to be filled soon.

Dr. Barth moved, seconded by Br. Black, to approve the sibling preference addition to both the Fayetteville and Bentonville charters for Haas Hall. The motion carried unanimously.

Ms. Zook moved, seconded by Mr. Williamson, to approve the enrollment cap expansion for the Haas Hall Fayetteville campus. Dr. Barth voted no. The final vote was 7-1. The motion carried.

Mr. Williamson moved, seconded by Ms. Dean, to approve the license request to open a campus at the Jones Center in Springdale for the 2017-2018 school year for Haas Hall and to require written quarterly reports of collaboration with districts and diversity outreach. Dr. Barth and Ms. Zook voted no. The final vote was 6-2. The motion carried.

A-18 Hearing on District Conversion Amendment Request: Mountain Home High School Career Academies

Public School Program Coordinator Ms. Alexandra Boyd presented documentation to indicate that on May 18, 2016, representatives of Mountain Home High School Career Academies appeared before the Charter Authorizing Panel, requesting an amendment to their charter. By a unanimous vote, the Panel approved the request with the provision of including a written summary report describing the impact the waivers have on ninth grade students to be submitted by June 1, 2017. On June 9, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Mountain Home School District Superintendent Dr. Jake Long said it is the district's responsibility to provide an educational system that fits the needs of students. He said Virtual Arkansas would provide online courses that allow students to advance at their own rate of success. He said the requested waivers would allow students to participate in these types of opportunities. He said students would make application for these opportunities and would be matched with the opportunities that enhance their learning plan.

Dr. Long said he welcomed the recommended reporting describing the impact the waivers have on ninth grade students, as previously promised to the Charter Authorizing Panel.

Mountain Home High School Assistant Principal Mr. Ron Czanstkowski clarified how ninth grade students may participate in off-campus learning.

Dr. Barth moved, seconded by Ms. Zook, to approve the waivers for Mountain Home High School Career Academies with a one-year probation of the ninth grade waivers and review of the requested report. The motion carried unanimously.

Adjournment

Mr. Black moved, seconded by Ms. Chambers, to adjourn. The motion carried unanimously.
The meeting adjourned at 5:44 pm.

Minutes recorded by Deborah Coffman.

**Minutes
State Board of Education Meeting
Friday, July 15, 2016**

The State Board of Education met Friday, July 15, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 9:00 am.

Present: Mireya Reith, Chair; Jay Barth, Vice-Chair; Dr. Fitzgerald Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; Meghan Ables, Teacher of the Year; and Johnny Key, Commissioner.

Absent: Meghan Ables, 2016 Teacher of the Year.

Recognition

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Arkansas ranks at the top in the number of National Board Certified Teachers.

Dr. Clara Carroll said today 98 new National Board Certified Teachers and 116 renewals would be celebrated. She said research evidence indicates that certified teachers produce increased student achievement.

Ms. Pfeffer recognized Ms. JoAnna Alison, Ms. Tamara Bush-White, Mr. Daniel Darrough, Ms. Kimberly Dickens, Ms. Mary Ferguson, Ms. Jennifer Fithen, Ms. Tamara Gatewood-Williams, Ms. Jasmine Geter, Ms. Amy Griffin, Ms. Ami Griggs, Ms. Michelle Guinn, Ms. Jessica Harris, Ms. Darlene Henry, Ms. Jill Holman, Ms. Kamilla Khoury, Ms. Sara Lawrence, Ms. Amy Leslie, Ms. Stacey Lorenz-Mitchell, Ms. Jennifer Merriman, Ms. Tasha Middaugh, Ms. Haley Morris, Ms. Lacey Robbins, Ms. Susan Sierra, Ms. Alicia Skipper, Ms. Janet Smoot, Ms. Danielle Stewart, Ms. Jana Terrell, Ms. Sheila Williams, and Ms. Candace Wilson as National Board Certified Teachers.

Action Agenda

A-1 Consideration of Reallocation of ABC Grants

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education has respectfully requested approval for the reallocation of the AR Better Chance funding for the purpose of expanding existing programs or the development of new programs. She said the funding for these grants resulted from programs either relinquishing their slots or being placed in re-competition. A chart was provided that highlighted the new grants that were initially presented for Round 1 during the June meeting and Round 2 being presented in the July meeting. She clarified that during the introduction of Round 1 of

the reallocation grants, there was one-time start-up funding of \$5,000.00 for the new grantees of Our House, First Baptist Church and Ozark Opportunities. This one-time start-up funding will be added to each grantee grant award and will be increased by that amount. Then, Ms. McKinney introduced Round 2 of the ABC Reallocation Grant Awards.

Dr. Barth moved, seconded by Ms. Zook, to approve for the reallocation of the AR Better Chance funding Round 1 total of \$3,577,380.00; Round 2 total of \$1,294,100.00; and 2016-2017 ABC renewal grants for a total of \$101,613,270.00. The motion carried unanimously.

A-2 Consideration of ABC Payment to the Scholastic Academy - Summer Services

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said that the ABC program, Scholastic Academy, was approved during the May meeting to provide summer services. The data management system did not capture the full enrollment of the program's children resulting in the program receiving only a partial payment of \$8,190.00. Therefore, Ms. McKinney requested approval to pay the difference owed to Scholastic Academy which was \$13,650.00. Since this would be from the new fiscal year, this will increase their base grant from \$291,600.00 to \$305,250.00.

Ms. Zook moved, seconded by Ms. Chambers, to approve the ABC payment to the Scholastic Academy summer services for a total of \$13,650 increasing their 2016-17 grant to \$305,250.00. The motion carried unanimously.

A-3 Consideration of Little Rock School District Community Advisory Board Membership

Commissioner of Education Mr. Johnny Key said pursuant to Arkansas Code Annotated § 6-15-430 (2)(A) the commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the commissioner.

Commissioner Key said there was a very strong pool of applicants in the Little Rock School District. He recommended the following membership:

Zone 1 – Ms. Chauncey Holloman
Zone 2 – Ms. Maria Chavarria-Garcia
Zone 3 – Ms. Melanie Fox
Zone 4 – Mr. Jeff Wood
Zone 5 – Mr. Larry Clark
Zone 6 – Mr. Anthony Hampton
Zone 7 – Mr. Freddie Scott

The Board appreciated the opportunity to hear from all of the applicants during the public meeting held June 27, 2016.

Ms. Chambers moved, seconded by Mr. Black, to approve the Little Rock School District Community Advisory Board Membership. The motion carried unanimously.

Discussion of Act 1240 Waivers

Staff Attorney Ms. Jennifer Davis reviewed the methods for districts to obtain waivers of statutes and rules including district conversion charter, waivers granted to open-enrollment charters serving students who reside in the district, and school of innovation designation.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said core content areas include English, reading or language arts, math, science, history, civics and government, geography, economics, the arts, and foreign language.

Commissioner Key said the Arkansas Department of Education would notify the Arkansas Department of Career Education (ACE) of Act 1240 waivers that involve career education.

The Board requested an analysis of approved and denied Act 1240 waivers during the scheduled work session, August 11, 2016.

Ms. Davis reviewed the procedures for waivers granted to open-enrollment charters.

A-4 District Request for Waivers Granted to Open-Enrollment Charters: Barton-Lexa School District

Division of Learning Services Coordinator Ms. Mary Perry said on January 14, 2014, the State Board of Education approved waivers for the Barton-Lexa School District.

Barton-Lexa School District Superintendent Mr. David Tollett said the district offered many pathways for students. He requested waivers for licensure of core subject areas, class size and teacher loads, and flexible classroom time. Mr. Tollett explained the intent of using the waivers to increase student achievement. He amended his application to apply class size waivers to vocational courses and senior seminar and a teacher load cap of 165 students.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said reported data indicated a decline in professionals in the education field. She said there are sharp declines in the number of students going into preparation programs in Arkansas.

Dr. Barth moved, seconded by Ms. Newton, to grant the requested waivers for licensure of core subject areas for the Barton-Lexa School District for five (5) years. The motion carried unanimously.

Ms. Newton moved, seconded by Ms. Zook, to grant the requested waivers for class size and teacher loads with noted amendments for the Barton-Lexa School District for five years. Dr. Barth voted no. The final vote was 7-1. The motion carried.

Dr. Barth moved, seconded by Ms. Dean, to grant the requested waivers for flexible classroom time for the Barton-Lexa School District for five years. Ms. Newton and Ms. Zook voted no. The final vote was 6-2. The motion carried.

A-5 District Request for Waivers Granted to Open-Enrollment Charters: Bismarck School District

Bismarck School District Superintendent Ms. Susan Stewart said the district requested one (1) waiver for personalized learning for all students.

Bismarck High School Principal Mr. Larry Newsom said he was very proud of the accomplishments of the students and teachers.

Bismarck School District Curriculum Coordinator Ms. Ellen Coleman said the waiver would permit seniors to have additional opportunities for learning. She said business and college partners are in support of these goals. She said students would complete an application and must be on track to graduate with the locally required 24 credits. She said students would complete a culminating project at the end of the year.

Ms. Zook moved, seconded by Ms. Chambers, to grant the requested waivers for the Bismarck School District for five (5) years. The motion carried unanimously.

A-6 District Request for Waivers Granted to Open-Enrollment Charters: Brinkley School District

Action Item 6 was pulled from the agenda.

A-7 District Request for Waivers Granted to Open-Enrollment Charters: Glen Rose School District

Glen Rose High School Principal Ms. Susan Blockburger said the requested waivers would increase opportunities for students. She requested waivers for school day hours, planned instructional time, and mandatory attendance. She said students would apply

for the opportunities and would be responsible for a culminating activity. She said 11th and 12th grade students must have at least a 2.0 GPA and be on track to graduate.

Ms. Chambers moved, seconded by Ms. Dean, to grant the requested waivers for the Glen Rose School District for five (5) years. The motion carried unanimously.

A-8 District Request for Waivers Granted to Open-Enrollment Charters: Southeast Cooperative Districts

Southeast Arkansas Education Service Cooperative Director Ms. Karen Eoff said 13 districts served by the coop requested the waivers due to the teacher shortage in the area. She said 64 certified teacher positions are vacant today in the region. She said the co-op would partner with National Apprenticeship Training Foundation in the future.

Hamburg School District Superintendent Mr. Max Dyson said southeast Arkansas was working to grow their own future educators.

Warren School District Superintendent Mr. Bobby Acklin said he supported the remarks by Ms. Eoff. He said the teacher shortage was epidemic in southeast Arkansas.

DeWitt School District Superintendent Dr. Lynn Dardenne said the schools were great schools seeking to achieve high goals for students.

Lakeside School District Superintendent Dr. Billy Adams said the district needed the waiver to serve students in mathematics.

Crossett School District Superintendent Mr. Gary Williams said the district had seven (7) open positions, and five (5) positions could be filled if the waiver was approved.

McGehee School District Superintendent Mr. Thomas Gathen said this has been the most difficult year in recruiting teachers, including elementary teachers.

Dermott School District Superintendent Ms. Kristi Ridgell said the district needed high quality teachers.

Dumas School District Director of Special Programs Ms. Camille Sterrett said ten (10) positions are vacant.

Cleveland County High School Principal Mr. Davy King said with one (1) month until schools begins he does not have a qualified applicant for a science position.

Star City School District Director of Student Services Mr. Nathan White requested the waivers be approved. He said the district had four vacancies.

Drew Central School District Superintendent Mr. Billy Williams requested approval of the waiver. He said the Southeast Co-op has provided great professional development. He said the districts were united in their efforts to provide the best teachers for students.

Monticello School District Superintendent Ms. Sandra Lanehart said she also had vacancies. She said the schools need the highest qualified degreed person in the classrooms.

Ms. Eoff represented the Hermitage School District.

Arkansas Education Association (AEA) Executive Director Ms. Tracey Ann Nelson said the organization was concerned about Act 1240 waivers. She said waivers should be considered thoughtfully. She requested the Board consider if waivers align with the district vision, will benefit students and meet anticipated academic gain. She also provided additional guidance for Board consideration regarding how the intended waivers have been communicated.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the one-year request was an opportunity to bring people to the education profession. She said this was an opportunity for AEA to work with the Co-op. She said e-school would begin to collect data regarding teachers in core areas teaching without a license.

Ms. Eoff said every district provided educator ethics training each year. She said the Co-op also made the training available. Ms. Eoff agreed that the schools would provide ethics training to all of the educators impacted by the waivers.

Ms. Pfeffer said the ADE would provide a half-day educator ethics training at the Co-op.

Dr. Barth moved, seconded by Ms. Zook, to grant the requested waivers for the 13 districts for one year. The motion carried unanimously.

A-9 Consideration of Adoption of English Language Arts and Disciplinary Literacy Standards

Assistant Commissioner for Learning Services Ms. Stacy Smith said when charged with the task of revising the previous English language arts and disciplinary literacy standards, a group of qualified individuals from across the state came together to craft standards that were specific for the schools and students of Arkansas. The result of this work was the Arkansas English Language Arts Standards and the Arkansas Disciplinary Literacy Standards. Reflecting what Arkansas educators know to be best for students, these standards retain the same structure as the previous standards and work together to ensure that students are college and career ready and on track for success. Ms. Smith said the process was transparent to the public. She said the communication plan began with the revision of the standards and would be on-going.

Public School Program Advisor Ms. Sherri Thorne said the ACT benchmarks were utilized to align the standards. She said the three types of writing – argumentative, narrative, and informational- are included in the standards and the ACT Aspire assessment.

The Board commended the work of the ADE and teachers regarding the quality of the standards.

Commissioner Key applauded the work of the teams on the development of these Arkansas Standards. He recognized the work of the ADE personnel, Arkansas teachers, higher education, and partners.

Ms. Dean moved, seconded by Ms. Chambers, to adopt the English Language Arts and Disciplinary Literacy Standards to be implemented in the 2017-2018 school year. The motion carried unanimously.

A-10 Consideration of Embedded Courses

Assistant Commissioner for Learning Services Ms. Stacy Smith said Act 421 of 2013 allowed curriculum frameworks from two (2) separate courses to be taught in a single course, known as a combined or embedded course. Several school districts made application to the Curriculum and Instruction Unit for approval of a combined or embedded course and assured, in writing that the curriculum frameworks for both courses will be taught fully in the combined or embedded course. She requested the State Board of Education approve the embedded courses with the understanding that when the curriculum frameworks for one of the courses are revised, a new course approval request must be submitted to the State Board of Education and approval must be granted before a school is allowed to offer the embedded course.

Dr. Barth moved, seconded by Ms. Newton, to approve the embedded courses. The motion carried unanimously.

A-11 Consideration for Final Approval: ADE Rules Governing How to Meet the Needs of Children with Dyslexia

General Counsel Ms. Lori Freno said the ADE proposed revisions to these rules to bring them into compliance with Act 1268 of 2015 (codified at Ark. Code Ann. §§ 6-40-601 through 610). She said the proposed rules set forth a process for school district screening of students for characteristics of dyslexia and providing services as appropriate. The State Board released these rules for public comment on January 14, 2016. She said a public hearing was held on February 2, 2016. Many comments were received during the public comment period, resulting in non-substantive changes to the rules. Ms. Freno requested the State Board give final approval to these rules pending Legislative Council review or approval.

Assistant Commissioner for Learning Services Ms. Stacy Smith said the organizations identified in the rules sent representatives to the committee that were knowledgeable regarding dyslexia. She said ADE required statements from district superintendents assuring implementation of dyslexia interventions. She said Ms. Vicki King is the professional development contact for dyslexia and Ms. Robin Stripling is the contact for Special Education regarding dyslexia.

Ms. Zook moved, seconded by Dr. Barth, to approve ADE Rules Governing How to Meet the Needs of Children with Dyslexia. The motion carried unanimously.

A-12 Consideration for Final Approval: ADE Rules Governing Creation of School Districts by Detachment

Staff Attorney Ms. Jennifer Davis Acts 372 and 947 of 2015 amended Ark. Code Ann. § 6-15-1501 et seq. regarding the creation of school districts by detachment. A public comment hearing was held on May 3, 2016. No public comments were received. Ms. Davis said the rules were approved by the Governor on April 14, 2016.

Dr. Barth moved, seconded by Dr. Hill, to approve the ADE Rules Governing Creation of School Districts by Detachment. The motion carried unanimously.

A-13 Consideration for Final Approval: Proposed ADE Rules Governing Arkansas Highly Qualified Teacher Requirements

Staff Attorney Ms. Jennifer Davis said as a result of changes in federal law that eliminated highly qualified teacher status for all except special education, the ADE recommended these rules to ensure that during the state transition to implementation of requirements of the Every Student Succeeds Act, all students would have qualified teachers for core content areas when licensure is waived for charter schools or school districts, and for special education and alternative learning environment teachers. The rules were approved for public comment on May 12, 2016, and a public comment hearing was held on June 16, 2016. She said public comments were received, but no substantive changes were made. These rules have been approved by the Governor in accordance with Executive Order # 15-02.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the public comments address concerns that could be addressed in other ways and therefore became clarifications in the rules.

Ms. Newton moved, seconded by Ms. Chambers, to approve the ADE Rules Governing Arkansas Highly Qualified Teacher Requirements. The motion carried unanimously.

A-14 Consideration of Recommendation to Adopt the Praxis™ Fundamental Subjects: Content Knowledge (5511)

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said as an additional option for educators to demonstrate content knowledge as required with Arkansas Qualified Teacher (AQT) rules, the Department requested Board approval to use the Praxis™ Fundamental Subjects: Content Knowledge (5511) as an assessment for special education teachers with a K-12 license and ALE educators, grades K-12, to use the Fundamental Subjects assessment as a means of demonstrating content knowledge in the area of qualification. She said if approved, ALE educators and K-12 licensed special education teachers who successfully pass this assessment would be qualified under AQT to teach multiple core subjects. Ms. Pfeffer said this assessment would not be used for licensure endorsements or certifications but only for AQT in these circumstances.

Mr. Black moved, seconded by Ms. Chambers, to approve the recommendation to adopt the Praxis™ Fundamental Subjects: Content Knowledge (5511) with a cut score of 148. The motion carried unanimously.

A-15 Recommendations for Schools Classified in Academic Distress

Public School Program Manager Dr. Richard Wilde and members of the academic review team made a presentation of recommendations for schools classified in Academic Distress on April 14, 2016. He said the ADE assigned a cross divisional team of specialists to conduct an onsite review and make recommendations to the State Board of Education, the superintendent of the school district, and principal of the school. He said once reviewed by the State Board of Education, the recommendations would become binding on the district for implementation. He said the process included a review of written documents and interviews.

Ms. Zook said the Special Committee on Academic Distress would use the recommendations to measure the progress of the schools in academic distress.

Ms. Dean moved, seconded by Dr. Barth, to approve the report and recommendations for schools classified in Academic Distress. The motion carried unanimously.

Mr. Wilde also proposed a yearly schedule for reporting by the schools in Academic Distress.

Dr. Barth requested the Pulaski County Special School District and Helena-West Helena School District review date be moved from November 10 to December 8.

Ms. Zook moved, seconded by Mr. Williamson, to approve the proposed reporting schedule for schools in Academic Distress for 2016-2017, with modifications. The motion carried unanimously.

A-16 Approval of Cut Scores for ACT Aspire

Director of Student Assessment Ms. Hope Allen requested approval of the ACT Aspire established cut scores for Arkansas students. She said the cut scores would allow Arkansas to have national comparisons with other states that are also assessed with the ACT Aspire, as well as provide schools with guidance about which performance levels will require an academic improvement plan. She said students scoring at or above the benchmark are on target to meet the corresponding ACE College Readiness Benchmarks in Grade 11. She said ACT Aspire readiness levels are exceeding, ready, close, and in need of support. She said academic improvement plans would be assigned based on ELA, math and science scores.

Dr. Barth moved, seconded by Ms. Zook, to approve the cut scores for ACT Aspire. The motion carried unanimously.

Reports

Report-1 Chair's Report

Chair Mireya Reith said current subcommittees include Academic Distress, Science, and ForwARd. Ms. Reith formally closed the dyslexia committee and ELL committees. She appointed Ms. Chambers to join her on the National Association of State Boards of Education (NASBE) – Deeper Learning committee. Commissioner Key requested Ms. Newton participate on the ESSA steering committee.

Ms. Reith acknowledged the Act 1240 work session scheduled for August 11, 2016. She recommended combining the ForwARd work session with the NASBE-Deeper Learning work session in September 2016. Ms. Reith recommended work sessions on ESSA for the remainder of 2016.

Dr. Barth said six states were represented at the recent regional NASBE meeting. He appreciated Commissioner Key presenting at the meeting.

Dr. Barth said the National NASBE meeting would be held October 19-22 in Kansas City.

Ms. Newton recognized that a mentoring teacher was co-teaching one period a day with the novice teacher. She said this could be a great model to other schools.

Report-2 Commissioner's Report

Commissioner Johnny Key introduced Ms. Katrina Craft. Ms. Craft shared updates regarding Arkansas Data Privacy. The Arkansas Department of Education launched the new Data Privacy website available for districts, parents, and the public. The website was developed to increase transparency, provide resources on how educational data is used and share information on safeguarding data. The website is available at <http://www.arkansased.gov/divisions/research-and-technology/data-privacy>. Ms. Craft said a training module has been developed and upon successful completion of the module, a certificate may be printed or saved as documentation of completing data privacy training.

Commissioner Key introduced the next video in the Innovation in Arkansas Education series. The Fountain Lake Charter High School video is posted on the ADE website at <http://www.arkansased.gov/divisions/learningservices>. He said the video highlighted the great work being done in Arkansas schools.

Report-3 Learning Services Report

Assistant Commissioner for Learning Services Ms. Stacy Smith recognized the excellent work by Student Assessment Director Ms. Hope Allen.

Ms. Hope Allen presented the ACT and ACT Aspire data report. She said 292,532 students tested during the 2015-2016 school year. She said in grades 3-8, Arkansas scored at or above the national average in all grades and subjects except grades 4,5 and 8 in writing and grades 4 and 8 in English. She said in grades 9-10, Arkansas students scored below the national average in all subjects except in writing and in reading in grade 10.

Report-4 Priority School 4th Quarter Progress Reports

Public School Program Manager Dr. Richard Wilde provided the quarterly progress reports related to Schools in Priority Status as established by the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. He said these fourth quarter reports are summaries of the school year. He said the schools reported on common data points in the 2015-2016 reports. He said the School Improvement Unit would differentiate support for the schools based on the data. He said some of the schools needed more sophisticated actions for failing students. He said the schools would also be surveying the teachers about their perceptions of support next school year.

Public Comment

Ms. Chambers moved, seconded by Ms. Zook, to hear public comment. The motion carried unanimously.

Public Comment Reverend Marie Mainard O'Connell read a prepared statement from Violet Graham. Ms. Graham requested the Board take action in support of transgender youth. Reverend O'Connell shared data regarding the suicide rate of transgender persons.

Public Comment Human Rights Campaign Director Ms. Kendra Johnson asked the Board to take a stance for the dignity and equality of all students.

Adjournment

Dr. Barth moved, seconded by Dr. Hill, to adjourn. The motion carried unanimously. The meeting adjourned at 4:15 p.m.

Minutes recorded by Deborah Coffman.



NEWLY EMPLOYED FOR THE PERIOD OF June 18, 2016 – July 18, 2016

Theodore Beck – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement effective 07/05/16.

*Chara Rosha Dennis – Administrative Specialist II, Grade C109, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 06/20/16.

Mistila Hunt – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education effective 06/20/16.

Wesley Roberts – Accounting Coordinator, Grade C121, Division of Research and Technology, APSCN effective 07/18/16.

Tina Smith – ADE Special Advisor, Grade N908, Central Administration, Policy and Legislative Services, effective 07/01/16.

Melissa Young – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 07/18/16.

Donna Ziller – ADE Special Advisor, Grade N908, Division of Learning Services, effective 06/20/16.

PROMOTIONS/DEMOTIONS/LATERAL TRANSFERS FOR THE PERIOD OF June 18, 2016 – July 18, 2016

*Alesia Alexander from an Administrative Specialist II, Grade C109, Division of Educator Effectiveness and Licensure, to an Administrative Specialist III, Grade C112, Division of Educator Effectiveness and Licensure, effective 06/20/16. Promotion

Christina Billingsley from a Fiscal Support Analyst, Grade C115, Division of Fiscal and Administrative Services, Finance, to a Fiscal Support Supervisor, Grade C118, Division of Fiscal and Administrative Services, Finance, effective 06/20/16. Promotion

Lori Freno from an ADE Special Advisor, Grade N908, Central Administration, Legal Services, to the ADE Litigation Attorney General Counsel, Grade N912, Central Administration, Legal Services, effective 07/01/16. Promotion

Cindy Hollowell from an Accounting Operations Manager, Grade C125, Division of Fiscal and Administrative Services, LEA State Funding, Loans and Bonds, to an Agency Controller I, Division of Fiscal and Administrative Services, LEA State Funding, Loans and Bonds, effective 06/20/16. Promotion

Beverly Leonard from a Fiscal Support Specialist, Grade C112, Division of Learning Services, Special Education, to an Administrative Analyst, Grade C115, Division of Learning Services, Special Education, effective 07/18/16. Promotion

Jamie Montague from an Administrative Specialist III, Grade C112, Division of Research and Technology, APSCN, to a Student Applications Specialist, Grade C116, Division of Research and Technology, APSCN, effective 07/04/16. Promotion

Misty Pitman from a Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, to a Public School Program Coordinator, Grade C123, Public School Accountability, Federal Programs, effective 07/04/16. Promotion

SEPARATIONS FOR THE PERIOD OF June 18, 2016 – July 18, 2016

*Ella Albert – Administrative Analyst, Grade C115, Division of Learning Services, Special Education, effective 06/30/16. 41 Years, 10 months, 5 days. Retirement

Cory Biggs – Attorney Specialist, Grade C126, Central Administration, Legal Services, effective 07/08/16. 1 Year, 8 months, 11 days. 01

Ben Brockert – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 07/05/16. 1 Year, 11 months, 2 days. 01

*Josephine Buffington – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 06/30/16. 24 Years, 4 months, 27 days. Retirement

Kendra Clay – ADE Litigation Attorney General Counsel, Grade N912, Central Administration, Legal Services, effective 06/30/16. 5 Years, 8 months, 19 days. 01

Tammie Cloyes – Public School Program Coordinator, Grade C123, Public School Accountability, Federal Programs, 8 Years, 8 months, 22 days. 01

Rhonda Dickey – ADE OERZ Director, Grade C126, Division of Learning Service, Migrant Education, effective 06/30/16. 1 Year, 8 months, 3 days. Retirement

Pazia Kennedy – Accountant I, Grade C116, Division of Research and Technology, APSCN, effective 07/01/16. 0 Years, 1 month, 22 days. 01

Charlotte Marvel – Public School Program Advisor, Grade C122, Division of Learning Services, Assessment, effective 06/30/16. 16 Years, 0 months, 18 days. Retirement

Thomas Norton – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 07/14/16. 0 Years, 3 months, 3 days. 01

Alainna Reeves – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 06/30/16. 8 Years, 9 months, 20 days. 01

*Sharon Rodgers – Administrative Specialist II, Grade C109, Division of Learning Services, Charter Schools, effective 06/30/16. 1 Year, 8 months, 17 days. 01

Tammy Thorn – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 06/30/16. 1 Year, 6 months, 15 days. 01

*Scot Tyler – Public School Program Advisor, Grade C122, Division of Educator Effectiveness and Licensure, effective 07/06/16. 1 Year, 11 months, 15 days. 01

Martha Whitener – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 06/30/16. 8 Years, 0 months, 1 day. Retirement

Richard Wind – Administrative Specialist III, Grade C112, Division of Educator Effectiveness and Licensure, Educator Effectiveness, effective 06/24/16. 3 Years, 4 months, 20 days. 01

*Minority

AASIS Codes:

01 – Voluntary
Retirement

**Additional Licensure Waiver Requests
2016 - 2017 School Year
August State Board Meeting**

Total number of waivers requested this month – 55

Total number of waivers granted – 48

Total number of waivers denied – 7

Total number of School Districts requesting waivers – 25

Waiver requests for schools classified in 2015 as ESEA Needs Improvement Priority
N/A

Waiver requests for schools classified Academic Distressed on April 14, 2016

N/A

Month	LEA	District	Substitute Name	Substitute Cred.	Teacher of Record	Subject Teaching	Grant/Deny	Sem	Comment
2016 Aug	1803	Woodridge Behav	Letson, Sharon	BS Liberty Univ	Penderson, Neysa	SpEd K-12	Granted	1st	change of duties
2016 Aug	2705	Sheridan SD	Martin, Terry Lee	BS UALR	Shelton, Alta	Counseling	Granted	1st	resignation
2016 Aug	2105	McGehee SD	Bolin, Stevi	BA UAM	NA	Math	Granted	1st	no teacher of record
2016 Aug	2105	McGehee SD	Oxner, Meggan	BS UAM	Bryant, Kayla	Language Arts	Granted	1st	change of duties
2016 Aug	2105	McGehee SD	Ferguson, Kristal	BS UAM	Blackmon, D'Erica	3rd Grade	Granted	1st	resignation
2016 Aug	2105	McGehee SD	Baughman, Macey	BS UA	Cater, Shirley	Kindergarten	Granted	1st	retired
2016 Aug	6001	Little Rock SD	Ritchie, Mary	BSE	Ritchie, Mary	SpEd K-12	Granted	1st	Prov Lic Expired
2016 Aug	7102	Clinton SD	Knoerr, Veronica	BS UCA	NA	9th Phy. Science	Granted	1st	no teacher of record
2016 Aug	4101	Ashdown SD	Fricks, Georgia	BS Texas A&M	NA	Math-Algebra	Granted	1st	no teacher of record

Additional Licensure Waiver Requests
2016 - 2017 School Year
August State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
0801000	BERRYVILLE SCHOOL DISTRICT	3	ADAMS, BRITTNEY	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	16-17	Granted
			POWELL, OWEN	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 087-Coaching 7-12, 131-General Science 7-12, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 312-Build Administrator PK-8, 271-Coaching K-12	277	277-District Administrator P-12	16-17	Granted
			THURMAN, ESTA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	530	530-Special Education Resource K-6	16-17	Granted
1603000	BROOKLAND SCHOOL DISTRICT	3	HARRIS, KELLY	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			MCCORKLE, JOSHUA	166-Eng Lang Arts 7-12, 225-Business Tech 7-12, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8, 250-Business Technology 4-12	280	280-Curriculum Prog Adm/Curriculum P-12	15-16 16-17	Granted
			RUSSELL, JENNIFER	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	16-17	Granted
	CONWAY HUMAN DEVELOPMENT CENTER	3	DUNCAN, MEGHAN	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			PRICE, KAREN	184-Elementary 1-6, 307-ESL PK-8	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
							15-16 16-17	Granted
1101000	CORNING SCHOOL DISTRICT	1	JETT, NANETTE	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted
7504000	DARDANELLE SCHOOL DISTRICT	1	SANDERS, DOUGLAS	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 312-Build Administrator PK-8, 271-Coaching K-12	258	258-Special Education K-12	16-17	Denied
5802000	DOVER SCHOOL DISTRICT	2	HOOD, LISA	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	16-17	Granted
			WILLIAMS, CARA	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted

42

Additional Licensure Waiver Requests
2016 - 2017 School Year
August State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
5608000	EAST POINSETT CO. SCHOOL DIST.	2	CARPENTER, JAMIE	167-Social Studies 7-12	288	288-Guid & Counseling K-12	15-16 16-17	Granted
			FITHEN, JENNIFER	166-Eng Lang Arts 7-12, 308-ESL 7-12, 307-ESL PK-8	280	280-Curriculum Prog Adm/Curriculum P-12	15-16 16-17	Granted
	FIRST STEP, INC.	1	RICE, TANYA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	16-17	Granted
4501000	FLIPPIN SCHOOL DISTRICT	1	NIX, ANGELA	225-Business Tech 7-12, 250-Business Technology 4-12	288	288-Guid & Counseling K-12	16-17	Granted
6603000	HACKETT SCHOOL DISTRICT	1	RAY, EDWARD	083-Physical Education K-12, 087-Coaching 7-12, 131-General Science 7-12, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 312-Build Administrator PK-8, 271-Coaching K-12	277	277-District Administrator P-12	16-17	Denied
6804000	HIGHLAND SCHOOL DISTRICT	1	SCRIBNER, VALARIE	031-Business Ed/Sect Endors 7-12, 036-Business Ed/Voc Endors 7-12	302	302-Building Level Administrator 5-12	14-15 15-16 16-17	Granted
3405000	JACKSON CO. SCHOOL DISTRICT	2	BURGESS, HANNA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12, 500-P. E. & HEALTH K-12	253	253-Elementary K-6	16-17	Granted
			PIKER, JONATHAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16 16-17	Granted
6605000	LAVACA SCHOOL DISTRICT	4	GRADY, KAREN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16 16-17	Granted
			JOHNSON, MELISSA	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	257	257-Middle School Science 4-8	15-16 16-17	Granted
			MELLO, LORI	166-Eng Lang Arts 7-12	258	258-Special Education K-12	16-17	Granted
			MOODY, STEVEN	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 167-Social Studies 7-12, 293-Coaching 7-12, 271-Coaching K-12	288	288-Guid & Counseling K-12	15-16 16-17	Granted
6606000	MANSFIELD SCHOOL DISTRICT	1	ELMORE, BRANDON	200-Mathematics 7-12, 293-Coaching 7-12, 271-Coaching K-12	500	500-P. E. & HEALTH K-12	15-16 16-17	Denied
6102000	MAYNARD SCHOOL DISTRICT	3	BYERS, SARAH	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	16-17	Granted

Additional Licensure Waiver Requests
2016 - 2017 School Year
August State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
6102000	MAYNARD SCHOOL DISTRICT	3	RAY, VALLIE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16 16-17	Granted
			ROARK, JEFFREY	167-Social Studies 7-12, 228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8, 312-Build Administrator PK-8, 271-Coaching K-12	288	288-Guid & Counseling K-12	16-17	Granted
	METHODIST FAMILY HEALTH	1	MOOREHEAD, KENNITH	206-Instrumental Music 7-12, 205-Instrumental Music PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 16-17	Granted
3211000	MIDLAND SCHOOL DISTRICT	1	MCFARLAND, JENNIFER	170-Life/Earth Science 7-12, 302-Building Level Administrator 5-12, 250-Business Technology 4-12	418	418-Career Development 4-8	16-17	Granted
0504000	OMAHA SCHOOL DISTRICT	5	FRANCE, JIMMIE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	166	166-Eng Lang Arts 7-12	15-16 16-17	Denied
			GANT, JAIME	184-Elementary 1-6, 419-Grade 5/6 Business Tech Endors 5-6	286	286-Library Media Spec K-12	16-17	Granted
			GREEN, AMANDA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	276	276-Build Level Admin P-12	16-17	Denied
			JEFFERSON, JAROD	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	200	200-Mathematics 7-12	15-16 16-17	Denied
			ROBINSON, JENNIFER	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	16-17	Denied
4203000	PARIS SCHOOL DISTRICT	1	ROBERTSON, ANDREA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16 16-17	Granted
5804000	POTTSVILLE SCHOOL DISTRICT	1	FRY, HOPE	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
1613000	RIVERSIDE SCHOOL DISTRICT	1	ZIEGLER, MATTHEW	167-Social Studies 7-12	276	276-Build Level Admin P-12	16-17	Granted
5805000	RUSSELLVILLE SCHOOL DISTRICT	2	BELL, TONYA	001-Early Childhood Education PK-4	258	258-Special Education K-12	16-17	Granted
			GREEN, MEGAN	288-Guid & Counseling K-12	288	288-Guid & Counseling K-12	16-17	Granted
	VALLEY BEHAVIORAL HEALTH	3	AMOUEDEH, MARTHA	184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	15-16 16-17	Granted

Additional Licensure Waiver Requests
2016 - 2017 School Year
August State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
45	VALLEY BEHAVIORAL HEALTH	3	MCCLELLAN, AMBER	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			WOFFORD, WILLIAM	087-Coaching 7-12, 228-PE/Wellness/Leisure 7-12, 417-Driver Education Endorsement 7-12, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	15-16 16-17	Granted
	VANTAGE POINT	7	EGOLF, CAROL	225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 229-Adult Educ PK-PS, 250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			FOSTER, CYNTHIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			GENG, KEVIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
			LONG, SARAH	001-Early Childhood Education PK-4, 253-Elementary K-6	230	230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
			MOHR, CHARLES	167-Social Studies 7-12	258	258-Special Education K-12	15-16 16-17	Granted
			ROSA-CASTRO, JOHANNA	183-Elementary K-6 K-6, 307-ESL PK-8	258	258-Special Education K-12	15-16 16-17	Granted
			SCARBEROUGH, KEVIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16 16-17	Granted
3510000	WHITE HALL SCHOOL DISTRICT	4	HERRING, TRACIE	111-Middle School Mathematics 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6, 419-Grade 5/6 Business Tech Endors 5-6	215	215-Family & Con Sci 7-12	16-17	Granted
			LEE, CORTEZ	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	16-17	Granted
			ROARK, ROBIN	166-Eng Lang Arts 7-12	113, 114	113-Drama 7-12, 114-Speech 7-12	16-17 16-17	Granted Granted
25	Total # Districts Requesting Waivers	55	Total # Waivers Requested this month					

Total # of Waivers Granted	48
Total # of Waivers Denied	7

Additional Licensure Waiver Requests
2016 - 2017 School Year
August State Board Meeting

Total # of Waivers this month	55
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Section 1

Second Lien Bonds

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

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

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

**STATE BOARD OF EDUCATION MEETING
AUGUST 11, 2016
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 2nd Lien	\$	18,060,000.00
<hr/>		<hr/>
2	\$	18,060,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bentonville	Benton	16,052.18	\$15,370,000	16.23%	\$288,376,206	Constructing and equipping a new school campus; any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities (\$15,003,360); and cost of issuance and underwriter's discount allowance (\$366,640).
Cedar Ridge	Independence	845.27	\$2,690,000	4.13%	\$6,555,000	Constructing and equipping energy conservation measures (\$2,600,000); and cost of issuance and underwriter's discount allowance (\$90,000). Any remaining funds will be used for other construction, renovations, and/or equipment purchases.

Section 3

Voted Bonds

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

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for:

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

**STATE BOARD OF EDUCATION MEETING
AUGUST 11, 2016
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

9 Voted	\$	176,040,000.00
—		
9	\$	176,040,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Clarksville	Johnson	2,644.85	\$15,850,000	15.86%	\$27,124,082	Constructing and equipping a new high school campus; any remaining funds will be used for constructing, refurbishing, remodeling, and equipping school facilities (\$15,475,300); and cost of issuance and underwriter's discount allowance (\$374,700).
Deer/Mount Judea	Newton	360.79	\$2,460,000	14.18%	\$3,485,000	Refunding the outstanding bond issues dated May 1, 2008 and July 1, 2011 (\$2,053,299.38); refunding the outstanding lease purchase agreements dated April 15, 2009, July 15, 2010, and April 10, 2014 (\$304,381.12); refunding the outstanding revolving loan dated February 22, 2012 (\$25,157.99); and cost of issuance, underwriter's discount allowance and rounding (\$77,161.51).
Gentry	Benton	1,427.61	\$9,500,000	13.73%	\$21,740,000	Erecting and equipping new school facilities and making additions and improvements to existing facilities (\$9,300,000) and cost of issuance (\$200,000).
Helena-West Helena	Phillips	1,427.71	\$26,630,000	20.43%	\$26,630,000	Refunding the District's May 1, 2012 bonds (\$4,465,000); erecting and equipping new school facilities and making additions and improvements to, and equipping existing school facilities (\$21,500,000); and cost of issuance and underwriter's discount allowance (\$665,000). Any remaining funds will be used for other capital projects and equipment purchases.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Hot Springs	Garland	3,613.41	\$76,445,000	13.06%	\$76,445,000	Refunding the outstanding bond issues dated October 1, 2002, May 1, 2004, and October 1, 2011 (\$20,521,278); constructing and equipping a new 7-9 junior high complex including an auditorium and multi-purpose facility and paving; constructing and equipping a new K-6 Langston Elementary School and paving; and any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities (\$54,215,932); and cost of issuance and underwriter's discount allowance (\$1,707,790).
Huntsville	Madison	2,284.93	\$8,400,000	8.86%	\$16,145,000	Erecting and equipping new school facilities and making additions and improvements to, and equipping facilities (\$8,187,000) and cost of issuance (\$213,000).
Mena	Polk	1,750.26	\$13,725,000	15.57%	\$23,145,000	Refunding the outstanding bond issue dated May 1, 2013 (\$9,390,267.50); constructing and equipping classrooms, renovating Louise Durham Elementary; and any remaining funds will be used for constructing, refurbishing, remodeling, and equipping school facilities (\$4,006,782.50); and cost of issuance and underwriter's discount allowance (\$327,950).
Mineral Springs	Howard	405.90	\$19,030,000	10.91%	\$21,016,397	Refunding the District's August 1, 2006 and June 15, 2011 bonds (\$1,055,000); erecting and equipping a K-12 grade school facility (\$17,000,000); and cost of issuance and underwriter's discount allowance (\$975,000). Any remaining funds will be used for other capital projects and equipment purchases.
Mulberry/Pleasant View Bi-County	Crawford	363.04	\$4,000,000	7.66%	\$4,000,000	Refunding the District's November 1, 2005 bonds (\$300,000); erecting and equipping new school facilities and making additions and improvements to existing facilities (\$3,560,000); and cost of issuance (\$140,000).



ARKANSAS
DEPARTMENT
OF EDUCATION

Progress Report and Legislative Update for Dollarway School District

Needs Improvement Priority and Academic Distress

Quarterly Report

April-June 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

July 1, 2016

Table of Contents

Background	Page 1
Actions Taken	Page 1
District Leadership Team	Page 2
Building Leadership Teams	Page 2
Next Steps	Page 3
Attachment A	Page 5

Background

The Arkansas State Board of Education took action on April 14, 2016, to re-classify Dollarway High School as Academic Distress and to newly classify Robert F. Morehead Middle School on the same date. The criteria for this classification was based on having 49.5%, or less, of the students achieving proficient or advanced in math and literacy on the state assessment for the most recent three (3) year period. The Dollarway School District as a whole was classified in Academic Distress based on overall levels of student proficiency.

In accordance with the *Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program* (ACTAAP) and the Academic Distress Program (10.06.2 and 10.06.3) the Arkansas Department of Education (ADE) appointed a team to conduct on site reviews of the Dollarway School District, Dollarway High School and Robert F. Morehead Middle School. Review teams consisted of members from the Educator Effectiveness Unit, School Improvement Unit, and Special Education Unit. Site reviews were held on May 10, 2016.

Pursuant to Ark. Code Ann. 6-20-1905, the Dollarway School District was informed on March 7, 2016, that the district could not incur any future debt obligations without prior written approval from ADE. On April 14, 2016, the State Board of Education voted to place the Dollarway School District in fiscal distress.

Actions Taken

The Office of Intensive Support (OIS) worked in conjunction with the School Improvement Unit (SIU) to align support services. OIS and the SIU assisted the district in providing support to the identified priority schools in a Diagnostic Analysis of each school's culture, organizational structure, accountability system, and educator effectiveness process.

The ADE School Improvement Specialist reviewed, with identified building principals, their progress in implementing the success indicators in their Arkansas Comprehensive School Improvement Plan (ACSIP). The academic distress recommendations provided to the high school upon their 2013 identification were aligned to the school ACSIP success indicators. The recommendations provided to the high school defined expectations for the development of a team structure with the intent to engage teachers in the decision-making process as well as utilizing instructional units that include pre- and post-assessments to determine strategies for differentiated instruction and professional development.

The Dollarway School District was provided with an exception related to the locally-hired School Improvement Specialist for school year 2015-2016 from the SIU due to the district providing immediate support to the identified schools through the use of an external provider.

District Leadership Team

The Dollarway School District focused on addressing urgent management needs that required immediate resolution. This included paying outstanding commitments, filing reports and obligations regarding teacher contracts, addressing lawsuits, posting an approved salary schedule, filing federal lunch reports, etc. The district began to take the necessary steps to develop systematic protocols to assess areas of need, drive communication and continually evaluate system effectiveness. Protocols are based on six major areas of focus for the next school year which are: (1) climate and culture, (2) curriculum and instruction, (3) community and family, (4) leadership, (5) professional development capacity and (6) assessment. The district has focused on building leadership capacity and strengthening relationships in the 2015-2016 school year. The district has on file signed Memorandums of Understandings (MOUs) between the principals and district leadership for all schools in the district. Meetings are conducted by Dollarway School District department heads to discuss procedures and processes with building principals. The Dollarway School District reports the district's overall progress to the State Board of Education bimonthly. However, district leadership team meeting agendas and minutes are not maintained in the required state provided platform.

The support provided by OIS included the alignment of ACSIP indicators with turnaround principles and Advanced Ed indicators. OIS assisted with the Diagnostic Analysis process and facilitated collaborative district/building focus walks for identified schools. OIS facilitated monthly ZOOM meetings with the Dollarway School District and multiple units within ADE.

The Dollarway School District is moving forward in plans to reorganize schools into three campuses from four in the 2016-2017 school year. Plans are to serve pre-kindergarten through fourth grade on one campus, fifth grade through eighth grade on another campus and ninth grade through twelfth grade at another to improve fiscal efficiency.

Building Leadership Teams

Dollarway High School and Robert F. Morehead Middle School submitted a description of their progress in school improvement to the State Board of Education in their fourth quarter 45 Day Plan reports (Appendix A). A cursory review of the Dollarway High School report identifies progress in developing a system of team structures in which students have a voice, teachers meet to develop units of instruction and teams review Wise Ways ® to assist in fully implementing school improvement indicators.

At the beginning of the 2015-2016 school year, the Dollarway High School leadership team reported for grade nine through twelve that 78% of the students performed three or more years below grade level placement in English language arts. Concerning mathematics, the high school reported in the third quarter that 78% of the students performed three or more years below grade placement.

A review of the Robert F. Morehead Middle School fourth quarter report identifies progress in increasing the utilization of unit assessment data to guide lesson development and instruction. The middle school leadership team reported in the fourth quarter that 76% of the students in grades six through eight performed three or more years below grade level placement in English language arts. The team also reported in the fourth quarter that 82% of the students performed three or more years below grade level placement in mathematics.

Both building leadership teams made progress in the development of a system whereby student needs were addressed throughout the quarter. This was accomplished through the use of unit assessment data to provide immediate student remediation rather than waiting for quarterly assessment data. Building leadership teams are working to ensure that all teams can communicate and are guided by a clearly written purpose.

The ACT Aspire assessment was administered in the fourth quarter. Assessment results are currently pending. Due to the administration of a new assessment, schools are unaware as of yet the impact the results will have on planning for the 2016-2017 school year. Further, given this was the first administration of the ACT Aspire instrument, it is unclear how the results will be compared to the previous assessments used for determining accountability.

Members of the Dollarway School District leadership team and building leadership teams attended the summer School Improvement Conference coordinated by the School Improvement Unit at ADE. In addition to attending sessions related to school turnaround, team members planned with their ADE school improvement specialist for the 2016-2017 school year.

The 2016-2017 school year will reflect a shift in leadership at Dollarway High School. This will include moving the principal at the middle school to the high school. The former middle school principal has experience working in a school classified in priority status and is currently working with members of the high school leadership team to determine needed improvements. The leadership at Robert F. Morehead Middle School for the 2016-2017 school year has included shifting the principal at Matthews Elementary School to the middle school. In preparation for this change the principal is working with members of the middle school leadership team to determine needed advancements. Both principals are familiar with school improvement planning and the utilization of the ACSIP software.

Next Steps

The ADE school improvement specialist team will provide targeted individualized assistance as needed on-site to the district and schools classified as Priority and Academic Distress. This assistance will include providing summer training in utilizing the ACSIP software and Wise Ways ® research in fully implementing indicators of effective practice.

The district and schools will continue to assess and plan indicators with tasks using WiseWays® research for guidance. The district will utilize coaching review and comments in the ACSIP as one way to document district communication and collaborative planning with schools.

The district will move ahead to hire a full time school improvement specialist to assist the principals in the planning and implementation of the recommendations made by the ADE Site-Review Team. This individual will assist the principals and leadership teams at all schools.

APPENDIX A

Dollarway High School and
Robert F. Morehead Middle School
45 Day Plan Quarterly Reports



DISTRICT: DOLLARWAY SCHOOL DISTRICT

SCHOOL: DOLLARWAY HIGH SCHOOL

STATUS: PRIORITY AND ACADEMIC DISTRESS

SITE-BASED SIS: N/A

EXTERNAL PROVIDER: EDUCATOR CONSULTING SERVICE, INC.

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BARBARA WARREN

PRINCIPAL: JEFF SPALETTA

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the team's' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: The school leadership team is composed of the principal, counselor, teacher leaders, parent facilitator, student and parent. The school leadership team meets weekly for one hour. Modified team daily planning periods for content area instructional teams were developed. Content instructional teams meet daily to focus on five themes. Unit/lesson planning, data driven instruction, high yield learning strategies, student engagement/differentiation and literacy through content are discussed in team planning meetings.	Current reality of effective practice: The school leadership team operates using a team charter. The school leadership team is composed of the principal, counselor, teacher leaders, and Title I parent facilitator. A school PTO organization, composed of the principal, parent facilitator, college/career coach and parents meets monthly. A school-community team was developed and meets monthly. A student council composed of the student leaders meets monthly

Weekly PLC's focus on instructional themes with non content area teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 10 minutes. A school PTO organization, composed of the principal, parent facilitator, college and career coach and parents meets monthly. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. All teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, ACSIP, department and handbook teams are established as needed.

and are reported to the school leadership team through their sponsor. Student voices are sampled and reported to the staff and leadership team. The school leadership team meets weekly for one hour. Content area teams meet multiple times per week during common planning times. Content instructional teams meet daily to focus on five themes. The instructional teams meet to plan units and lessons. The instructional teams analyze data to drive driven instruction. The instructional team discusses instruction and implementing high yield learning strategies. Instruction is modified based on pre-post test data discussed during instructional meetings. Student engagement strategies are presented as training during instructional team meetings. Weekly PLC's focus on instructional themes with elective class teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 30 minutes. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. Leadership and administrative teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, Arkansas Comprehensive School Improvement Plan (ACSIP), department and handbook teams are established as needed.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year:	Current reality of effective practice:

Staff members attended Summer professional development on unit planning. Content teams and PLC'S have developed instructional units based on the curriculum. An LDC team has developed instructional units. All teachers are administering pre and post tests every two to three weeks. The instructional teams review the pre and post test data. Results from the pre and post tests are used to guide instruction and plan for professional development.

Professional learning communities meet based on a common-planning period once per week. All certified staff members are members of a PLC. Each grade SLT was elected in the 1st quarter. The SLT meets monthly. Additional meetings are held as needed.

The Instructional Teams meet to review the curriculum standards, however the level of discussion regarding curriculum implementation is subpar. This unit typically encompasses ten to fifteen days of work and includes pre/post tests. All teachers give a pre-test and post-test. The pre-test and post-test assess the same learning objectives and inform the teachers' plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.

The expectations of the Instructional Team pertaining to reviewing the documentation and data from pre/posts tests to create a plan of action for each instructional unit have been inconsistent. In addition, a professional development plan has not been created to address the needs of students based on data from pre and post test results. Teachers are in the process of developing pre-post data walls in conjunction to the current TLI data walls, which are updated quarterly. Going forward, professional development will be provided based on student pre/post test results.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice from the beginning of the year:

A committee met to develop a discipline management plan. The teachers taught the classroom rules to students during the first week of school. Teachers were trained during PLC's on classroom procedures and classroom management. Additional trainings were offered for teachers to attend for classroom management. Teachers have developed rituals and routines in their classrooms. Focus walks were conducted to ensure that rules were posted and rules were in place.

Current reality of effective practice:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. New teachers attended training on classroom management. Training was conducted on Domain 2 of TESS for all teachers. Additional training was provided for teachers that were identified as needing additional classroom assistance. Each teacher is progressing towards universal classroom procedures and routines. The Workshop model of instruction is being used in all classrooms.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice from the beginning of the year:

A committee met and developed a parent-student-school compact agreement. The compact was given to all students and has been presented to parents. The compact outlines how everyone (student, parent and school) will share responsibility for improving academic achievement.

Current reality of effective practice:

The school had an agreed upon compact that outlines shared responsibility for improving academic improvement. The compact describes how the school and parents can work together to help students achieve the state’s standards. The PTO held elections and holds meetings at least monthly. A school and community council was formed. The school and community council meets monthly. The leadership team has enforces using parents to deter the bad decisions of their students, resulting in more accountability of students of their behavior.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
<p>Current reality of effective practice from the beginning of the year:</p> <p>The guidance plan includes the following activities:</p> <ul style="list-style-type: none"> • Resolve conflicts and complete all student schedules • Open House / Report to Public • Graduation Credit Checklist for seniors • ACT Registration, Information and Dates • College Applications and Scholarship Information 	<p>Current reality of effective practice:</p> <p>The guidance plan includes the following activities:</p> <ul style="list-style-type: none"> • Academic Advisement and Final Graduation Checklist of Required Credits for Seniors • Post-Secondary Campus Visits, Admission Process, Scholarship Applications, Letters of Recommendation, Concurrent Credit • Post-Secondary Program Participation (Upward Bound, TRIO)

<ul style="list-style-type: none"> · Career Outlook Plan · Act Prep Workshops · Concurrent Credit · Post-Secondary Programs for High School Students (Concurrent Credit, Upward Bound, etc.) · Transitional Courses for College and Career Readiness 	<ul style="list-style-type: none"> · ACT Prep Workshops, Registration, Information and Dates · Financial Aid & Scholarship Applications · Career Outlook Plan · Act Prep Workshops · Post-Secondary Recruitment Coordination (Colleges, Armed Services) · On-Site Career Awareness and Exploration
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LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The high school leadership team facilitated the creation of our school's new mission, vision, and beliefs statements into those which are based on multiple forms of data concerning student and teacher performance. The culture at the high school changed because of the expectations brought about by new leadership. The leadership team has led the school improvement plan committee in guarantying its' validity and compliance with ADE mandates. While ensuring those mandates, the leadership team guided our school culture into one of distributive leadership through the effective use of strong teacher, student, and community leaders. The leadership team set aside common meeting times so that the work of students, teachers, administrators, and shareholders could become more streamlined in our efforts to align school policies and procedures to the mission, vision, and expected results. Although the school leadership team had buy-in from the staff, there was little autonomy in the school decisions. Many of the school decisions were prescribed at the district level. The high school lacked the support and resources to support effective learning and student engagement.

If anything, what do you intend to change or modify for the year?



SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	93	108	101	102	10	na	3	8	11	1	12	22	14	24

10	66	77	78	78	8	na	0	1	4	0	5	5	6	14
11	91	103	96	96	8	na	0	0	1	0	8	7	6	10
12	85	88	89	90	8	na	0	0	0	0	6	2	8	20

Comments/ Clarifications:

73

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by	Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by	Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ____Star
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				_____ Test on _____/_____(Date)		__SMI_____ Test on_____(Date)		_____ Test on _____/_____(Date)		Reading Test____ Test on ____5 / 2____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
40%	40%	40%	80%								
0%	0%	20%	20%								
20%	20%	20%	40%								
40%	40%	20%	20%								

74

Comments/ Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students	Number of students	Number of students with D or F in Math class per quarter	Number of students assessed on each post-unit assessment for the current quarter	Total number of students assessed on the post-unit	Total number of students with D or F on unit	Percent of students with D or F on any unit tests in Math
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	that failed Math the previous year	enrolled this quarter	2015-2016								test for each grade level (A)	tests in Math this quarter (B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	39	116	8	19	4	2	90	91	90	NA	173	52	20%	13%	19%	27 %
10	7	74	0	12	12	7	62	62	58	62	182	148	80%	67%	81%	80 %
11	17	108	89	23	11	4	82	88	83	51	253	108	76%	63%	43	66 %
12	0	112	9	11	10	1	106	75	74	14	255	143	33%	58%	56%	60 %
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	12	108	0	8	3	7	97				97	20	71%		21%	
10	30	77	2	10	32	16	90	71			161	32	21%	36%	20%	
11	7	103	3	32	9	7	3	1	83	64	87	na	60%	46%	59%	
12	3	88	1	21	1	0	88	45	39		172	22	13%	8%	13%	

	<i>Example</i>	<i>100</i>	<i>90</i>	<i>95</i>	<i>N/A</i>	<i>285</i>	<i>57</i>	<i>20%</i>			
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Comments/ Clarifications:

Some students who were classified as upperclassmen were assigned to lower classes.

77

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

DISTRICT: Dollarway School District

SCHOOL: Robert F. Morehead Middle School

STATUS: Priority

SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATORS CONSULTING SERVICES AND ARESC

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Dr. Richard Wilde and Lasonia Johnson

SUPERINTENDENT: Barbara Warren

PRINCIPAL: Yolanda Prim

45-DAY PLAN

Fourth Quarter

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are): Teachers continue to meet on a regular basis to discuss student achievement. STEP 1 and 2: Our building has a well-established PLC meeting schedule and agenda template. The PLCs are habitual in submitting copies of agendas, minutes, and sign-in sheets to the Principal's Office.

Quarterly Objective: To maintain an accurate and current record all meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The leadership team will meet bi-monthly for a minimum of two hours per hours.	01/04/2016	05/25/2016	Deloris Hawkins	x		Agendas, meeting minutes and data reports
2. Leadership team members will report information and data from the grade level and content team meeting to the leadership team.	01/04/2016	05/25/2016	R. Henard	x		Agendas, meeting minutes and data reports
3. Team meeting agendas template will include norms for cooperation and Dufour's questions to guide the work.	01/04/2016	05/25/2016	Vernice Meadows			

Include additional task lines as needed.

STEP 3: Impactful decisions for 2015-2016:

*school wide LDC and MDC

*continuation and enforcement of building wide Standard Rules

*increased awareness of the purpose of pre and post-tests; the results from the pre and post tests were used to guide data driven instruction

*creation and implementation of building wide TEACHING MODULES

IMPACT ON STUDENT ACHIEVEMENT AND THE SCHOOL: In reality student achievement did not increase; however, as a Leadership Team we saw substantial growth in teacher understanding of the effect of data driven instruction. The PLC conversations were centered on concrete data.

The review of the STANDARD RULES each nine weeks impacted student discipline and classroom management in a positive way.

Full implementation in Change in Teacher and Leader Practice (ID01, ID04, ID07, IIB02, IIB04)

- ID01- The leadership team will continue to meet bi-monthly. Agendas, minutes, and sign-in sheets will be kept for evidence of progress and uploaded to Indistar. Agendas will also be made available to team members prior to meeting times via e-mail. Leadership team members will work to incorporate team structure into District policy. Present written document to district leadership team for approval and placement in district policy manual.
- ID04- There is a building wide agenda template used by all PLCs to ensure required information is discussed during each PLC.
- ID07- The Leadership team and other academic team meetings will have agendas, minutes, and sign-in sheets maintained in a notebook and/or uploaded to Indistar. The building leadership team will consist of the principal, counselors, academic coaches, and a representative from each grade level and discipline area. A team roster will be kept and meeting agendas, sign-in sheets, and minutes will be maintained.
- IIB02- All teachers are administering pre and post tests for units that are taught. This enables teachers to better equip students with what they need to know to meet and/or exceed expectations and academic growth. Evidence: Examples of pre and post tests , data from those tests, discussion of those items in team and PLCs meetings per agendas and minutes, lesson plans, CWT forms. Teachers will use teacher created test and district interim assessments.

- IIB04- Mastery of skills will be evident by student application of different strategies based on individual abilities of the learner. Differentiated instruction will be noted in lesson plans.

Student Safety and Discipline (IIC10)

- When fully implemented, all classrooms will be effectively managed to maximize student achievements. School standard rules and classroom procedures will be posted in each classroom, there will be a decrease in office referrals as shown by discipline report, student signed acknowledgement of school standard rules and classroom procedures, and there will be classroom procedures review each nine weeks.

Family and Community Engagement (IVA01, VA01)

- IVA01- Majority of parents accessing HAC, increased visits to parent center, increased parent participation in parent/teacher conferences, Parental Advisory Committee increased membership and participation. Parents will have access to school computers to use to assist their child/children with the internet links for textbooks and the ACT aspire online practice information.
- VA01-Career Development classes use the Kuder program for students to self-assess their interests and match to career and college options. The high school career coach visits with these classes regularly to discuss college and careers and financial aid. RMMS has college awareness days throughout the school year that involve the students and the staff. Evidence: Kuder reports, Career Coach visit sign-in sheets and surveys, photos of E.A.S.T. lab projects, CTE posters

IMO Area 1: Change in Teacher and Leader Practice**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teachers continue to administer pre and post tests for units of study to accurately assess the student's prior knowledge and academic growth. By doing so teachers are setting student expectations and academic growth plans.

Quarterly Objective:

Teachers will utilize pre- and post-test for all units of study to drive their instruction and lesson planning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Instructional leader, instructional coaches, team chairs and PLC's will reinforce the necessity, purpose, ad usefulness of pre and post-test in all units of study for each subject area	01/04/2016	05/28/2016	Yolanda Prim Robyn Porter Vernice Meadows			Grades and minutes from your meetings
2. Data from Pre and Post tests are used for discussion of the items not mastered in team weekly meetings.	01/10/2016	05/28/2016	Vernice Meadows			Agendas, minutes

Include additional task lines as needed

IMO Area 3: Student Safety and Discipline**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are): Teachers continue to display and enforce the five standard building rules, along with their classroom rules.

Quarterly Objective: All classrooms will be effectively managed to maximize student achievements.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal conduct CWT's with emphasis on TESS domain 2d: 2. Managing student behavior.	10/17/2015	05/28/2016	Yolanda Prim			School standard rules and classroom procedures posted in each classroom, decrease in office referrals. Documentation of CWT's
3. Create a form for teachers to distribute and have students sign each time the standard rules are reviewed.	10/17/2015	05/25/2016	Raymond Henard			The signed forms will be kept on file by the teacher.
4. Leadership team will review quarterly discipline reports.	10/17/2015	05/28/2016	Andrea Mixon			Discipline reports / data.

Include additional task lines as needed

IMO Area 4: Family and Community Engagement
ADE Recommendation: Not Applicable

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Currently Ms. Armstrong is working with a group of advisory parents to help enhance the academic experience here.

Quarterly Objective: To increase parent involvement by 10% by the end of the quarter.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parent Teacher conference allows parents, student and teacher and opportunity to plan for student improvement.	03/15/2016	03/15/2016	Yolanda Prim			Sign in sheets
2. Thank you reception for the parents of honor roll and merit list students.	01/28/2016	01/28/2016	Kathryn Armstrong			Sign in sheets, agendas and minutes
3.						

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement**ADE Recommendation:** Not Applicable**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Currently, we provide college awareness days throughout the school year that involve the students and school staff.

Quarterly Objective: To assess student interest and match with career and college options.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Choices which help with careers, setting goals and making decisions.	1/5/2016	03/15/2016	Joyce Wilkes	x		.sign sheets
2. Career Development teacher will schedule regular visits from the High School College and Career Coach so students on be exposed to as much college and career information.	3/09/2016	03/09/2016	Joyce Wilkes	x		Lesson plans and sign-in sheets

Include additional task lines as needed.

PRINCIPAL'S REPORT SECOND QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)

Yes

If yes, what support have you received from the district? Yes, The district Leadership provides on going monitoring, supplies materials needed to meet the teacher and student needs, embedded professional development as needed. The district address school needs at each district meeting. The district is aware of the technology needs of the building and they along with the technology department is working to solve the problems.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Read and math 180, System 44. The scholastic programs are researched based programs that provide intensive remediation for students who are performing below grade level. The programs are designed to meet students' needs in several different ways, whole group which includes all students, small group which is teacher lead; instructional technology which starts students where they are and move them at their pace; modeled and independent reading which exposes student to a wide range of paperback and ebooks.

SMI and SRI to identify students working below grade level, The RTI process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity.

After school tutoring is scheduled three days week working with students on their homework, working skills that students have not mastered on assessments in math and literacy. Students are monitored through class activities and assessment.

Parent conferences are held more often to keep parents abreast on where students are.

Teachers are working more in small groups with students to ensure student needs are being met.

Monthly parent activities are held to help parents to understand skills that are being taught so that parents can help students at home.

What support(s) have you or your team received from the external provider, District SIS, and the ADE SIS Team? The SIS reviews assessments, have conversations about what is being done and how we can better improve student achievement. The ADE is working us to review and provide directions or recommend
What are the barriers, if any, in improving student outcomes? None at this time.
How is your leadership team monitoring student progress in the skill area of science? Weekly assessments, pre and post results, Classroom Walk Through's, weekly team meetings, observations, meeting with teachers individually to address strengths and weakness of teachers and students.
How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? We are reviewing test data, meeting weekly with Professional Learning Community's, overserving classroom instruction and meeting with teachers individually to address strengths and weakness of the students and teachers.
What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?
If anything, what do you intend to change or modify for the next quarter? We will increase remediation through the after school tutoring.

SCHOOL LEADERSHIP TEAM'S REPORT Fourth QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6 th	94	95	94	93	10	0	5	3	1	0	6	6	7	4
7 th	82	84	89	89	14	0	0	0	1	0	5	5	9	10
8 th	102	100	100	100	17	0	0	0	0	0	8	5	5	7

Comments/ Clarifications:

Ongoing conversations are held to discuss the placement or the growth of the students from pre and posttest.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Scholastic Math Inventory _____ 10 / 18 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ SRI _____ 10 / 18 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6 th	33.3%	25%	3.6%	25			85	82			84	77
7 th	0%	25%	.87%	0%			73	67			70	62
8 th	0%	25%	2%	0%			88	81			87	76

This report shows changes in student performance and growth on the Scholastic Math Inventory (SMI) over time. There were 263 students tested during the testing window, December 9-18, 2015. One hundred forty one students showed an average growth of 51%. 18 students transitioned from below basic to basic, 9 from basic to proficient and 1 from basic to advance.

The Scholastic Reading Inventory (SRI) identifies how much growth students have made between the first SRI test and the last SRI test in your chosen date range. Of the 247 students tested 126 showed an average growth of 47 Lexile points. The testing Window was November 18-20 and December 9-18, 2015. There were 17 students who went from below basic to basic, 6 from basic to proficient, and 1 from basic to advance.

The data is shared with the teachers and determination is made if a student should continue with the Math 180, Read 180, or System 44. This information is also used to monitor students enrolled in the RTI process.

LEADERSHIP TEAM REPORT CONTINUED

Comments/ Clarifications:

There are three teachers for each grade and 1 teacher per grade has missed the 5 days.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	47	35	29	23	94	94	94	94	376	23	62%	25%	31%	24%
7th	5	84	21	15	20	28	68	63	73	89	293	28	74%	69%	27%	31%
8th	5	100	45	40	43	39	90	90	91	98	369	39	59%	49%	47%	40%
Example							248	90	95	225	225	77	65%	48%	35%	32%

Comments/ Clarifications: The number of students assessed on each post-unit assessment for the current quarter fluctuated due to students transferring in and out of the district.

Math 180, math lab, after school tutoring, small grouping, and Math Collaborative Design activities with formative assessments are interventions we are currently using to assist struggling learners. We will also utilize the TLI online review tool for individualized remediation.

Teachers create individualized lessons based on analyzed data from formative assessments.

Absenteeism during the winter quarter along with students transferring in and out of the district attributed to the fluctuating number of students assessed on each post-unit assessment for the current quarter;

Math 180, System 44, after school tutoring, Math Design Collaborative (MDC) formative assessments, and small grouping interventions are in place to support struggling students. These tools allow students to work at a slower pace to develop lower-level key skills that are necessary for success in math.

Math teachers are utilizing the TLI online review tool for individualized and group remediation. This remediation tool provides short video clips with instructions and is also available for home access. Students are also encouraged to use websites such as Khan Academy and Learn zillion for more instruction and practice

Teachers model with appropriate vocabulary and higher-level questioning and prompts to help students share their thoughts and to encourage critical thinking.

Key strategies will include targeted professional development developed by teachers, driven by data, and aligned with instructional focus.

Schoolwide Instructional Focus:

- Classroom setups that support instructional focus
- Resources used strategically to support instructional focus
- PLC and team meetings focused on teaching and learning

It appears that the numbers may have been miscalculated in the second quarter report. We will take another look at the data and submit an updated report.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6th	2	94	69	42	49	8	82	65	83	66	296	106	77%	12.0%	34%	12%
7th	5	89	53	33	46	11	75	80	74	84	291	33	69%	11.3%	46%	13%
8th	5	98	72	55	48	6	70	89	90	76	398	55	84%	13.8%	48%	8%
Example							100	90	95	N/A	285	57	76%	12%	43%	11%

Comments/ Clarification: The number of students assessed on each post-unit assessment for the current quarter fluctuated due

Absenteeism during the winter quarter along with students transferring into and out of the district attributed to the fluctuating number of students assessed on each post-unit assessment for the current quarter.

Read 180, System 44, after school tutoring, Literacy Design Collaborative formative assessments, and small grouping are on-going interventions used to assist with struggling readers. TLI online review tool for individualized remediation is also being used as well as the ACT Aspire exemplars.

Readtheory.org, a tool that is being utilized by ELA teachers, assesses students' reading levels, provides Lexile scores, and provides individualized lessons that adapt to the students' responses. ELA teachers are able to narrow the scope of which CCSS require greater focus. This tool also allows ELA teachers to monitor their students' progress as they assess. Score reports and other resources are provided.

Mrs. Newton, a consultant with Education Consulting Services, and Mrs. Porter, RFMMS literacy coach, provide strategies and assistance to ELA teachers to reinforce what is currently being taught.

Teachers are continuing the use of higher order level questioning and prompts to hone the students' critical thinking skills. Both Instructional Facilitators collaborate with teachers on how to formulate questions that will address Bloom's Taxonomy. Feedback is given to teachers after the facilitators have conducted Classroom Walkthroughs. Teachers share their modules with the Instructional Facilitators. The facilitators are able to monitor the types of questions that teachers are developing.

Future professional development will be targeted, data driven, and aligned with instructional focus.

There was a significant increase in the unit posttest scores between the 2nd and 3rd quarters. The Leadership Team has concluded that a factor may have been that no TLI scores were used as a posttest due to the fact that the TLI Module 4 was scheduled after grades were to be submitted.

There were high numbers of D's or F's on report cards compared to the unit test scores. Contributing factors may have been due to the lack of students submitting homework assignments, students failing to complete and/or do class assignments, or students failing to submit projects.

The Leadership Team will communicate the homework policy more efficiently, clarify the purpose of homework, ask students to use homework assignment sheets, and will ensure that teachers are providing timely and specific feedback on homework. Apathetic behavior is a major factor for the lack of student achievement. The Leadership Team has discussed using Root Cause Analysis to trace the origin of this problem and devise a behavior plan to correct the issue.

Schoolwide Instructional Focus:

Classroom setups that support instructional focus

Resources used strategically to support instructional focus

PLCs and team meetings focused on teaching and learning

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

Key strategies include targeted professional development plans that are developed by teachers, driven by data, and aligned with instructional focus.

Schoolwide Instructional Focus:

- Classroom setups that support instructional focus

- Resources used strategically to support instructional focus

- PLC and team meetings focused on teaching and learning

- Analyze and chart the data to help focus instruction

Teachers use higher order level questioning and prompts to encourage students to share their thoughts and critical thinking.

DRAFT



ARKANSAS DEPARTMENT OF EDUCATION

Progress Report and Legislative Update for Little Rock School District

Needs Improvement Priority, Needs Improvement Focus
and Academic Distress

Quarterly Report

April-June 2016

Submitted by

Division of Public School Accountability

School Improvement Unit

July 1, 2016

Table of Contents

Background	Page 1
Progress Summary	Page 2
Next Steps	Page 4
Student Entrance and Exit Data	Page 4
Appendix A	Page 6

Background

The recommendations provided to the schools classified in Academic Distress clearly defined expectations (leading indicators of progress). First and foremost was the expectation for development of a team structure at each school site with the intent to engage teachers in the decision-making process. Engagement of teachers in a data-based decision-making process expands the understanding of a problem, increases a sense of urgency, and assists in improved implementation of chosen interventions. Inclusive in the concept of a team structure and also identified in the recommendations to each school was the expectation for the development of instructional teams comprised of common grade level or common content area teachers and instructional facilitators. Instructional teams work together for the purpose of planning units of instruction inclusive of pre and post-tests. With teacher-teams developing two to three week units of instruction and assessing student mastery at the end of short-term units, they are better able to identify who has and who has not learned what was just taught. Further, with unit post-tests followed by instructional team analysis, teachers can better identify the supports and professional development they need in order to be more effective with their current students. The analysis of student work by instructional teams allows teachers to respond in real time to student learning needs. This deep analysis helps teachers to determine what needs to be re-taught and this process can guide the allocation of resources within the school. An effective process for evaluating units of instruction and a thorough analysis of pre and post-test data, enables staff to quickly determine the effectiveness of interventions.

The second expectation in the ADE recommendations was for school leadership to focus on the engagement of students in the learning process. Inherent in this recommendation are the concepts of improved student/teacher rapport, the enhancement of positive student/teacher relationships across all socio-economic groups, and the development of more relevant instructional activities. It was expected that building level professional development would focus less on district initiatives and more on skills needed by teachers in a specific school to better engage their students.

This report focuses on the progress of the schools classified in Academic Distress related to general expectations outlined above. This report highlights specific progress through the fourth quarter of school year 2015-2016. While many reports to the State Board of Education focus on facility plans, budget issues, school boundary areas, reconfiguration of schools, possible reduction in staff, and a host of other issues in managing a large urban district, this report is specific to the progress being made related to the essential reason for state takeover of the district: to improve outcomes in student achievement in schools with less than 50 percent proficiency.

It is noteworthy that the three largest schools in the Little Rock School District (LRSD) that are classified in Academic Distress are high schools. High schools in a standards-

based accountability system are incredibly dependent upon the skill level of students arriving at their door. The overall improvement of the feeder pattern would need to improve in the district so that progress towards school improvement. This would imply that principals and instructional teams in each feeder pattern would be working closely together and aligning work. Alignment of efforts to address this issue have not been clearly articulated.

Mr. Baker Kurrus and his team reported the district's overall progress to the State Board of Education monthly and regularly posted informational letters to the district's website for community review. Qualitative data would indicate that through the spring of 2016 district leadership continued to embrace a more participatory management process. Principals reported having more voice in the decision-making process and were guided to expand school leadership that was more inclusive of teachers and support staff in the decision-making process.

New leadership was appointed to the Little Rock School District effective in July of 2016. Mr. Michael Poore, former superintendent of Bentonville School District, took over as LRSD superintendent on July 1, 2016.

School Improvement Specialist positions have been established at each Priority School. The ADE assigned School Improvement Specialist team provided biweekly sessions of professional development for site based School Improvement Specialists (SIS) through the spring of 2016. The locally hired SIS continued to report directly to the area assigned associate superintendent, provided weekly reports to the ADE SIS team, and attended SIS trainings facilitated by ADE. The role of the internal SIS is and will continue to be to assist building level administrators with providing instructional leadership for teachers in order to improve professional practice and increase student achievement.

Progress Summary Reflective of 45-Day Plan Reports

Little Rock Focus, Priority and Academic Distressed schools evidence various levels of implementation of Team Structure ranging from some school staff clearly understanding research-based models to other schools recreating prior structures. This is to be anticipated given the background knowledge of the school improvement specialist hired, the date they were hired, and amount of time available to acclimate to the assignment. All schools have created School Leadership Teams and meet at least once monthly, whereas our goal is for these teams to meet at least twice a month. The District supports meeting time for School Leadership Teams and provides an area supervisor to attend meetings as needed. Meetings continue to focus more on managerial issues rather than on analyzing data, evaluating interventions, and making decisions about professional development and instruction. School Leadership Teams are collecting data quarterly related to student enrollment, teacher and student absenteeism, student discipline, students performance significantly below grade level in Math and English Language Arts, Unit Post Test Data and percent of Ds and Fs earned in the class and on Unit tests.

Schools are making progress in varying stages of analysis of their data to inform decisions and to develop school improvement plans.

All schools have formed Instructional Teams, however, the consistency and frequency of meetings vary from school to school. Based on quarterly reports submitted by schools classified as Focus, Priority or in Academic Distress, there is great variance in how teachers are analyzing data to make informed decisions. Instructional Teams are meeting and generally reviewing individual student data during those meetings. Similar variance is evidenced in implementation of aligning curriculum, in planning units of instruction and issuing pre and post-tests. It is noted that the expectation of utilizing the unit structure complete with pre and post-tests has been communicated districtwide. The district has provided common formative assessment training. Consistency and frequency of tests varies between schools. Evidence does not clarify how the instructional team's analysis is being utilized to identify supports needed for professional development nor identification of specific interventions and further evaluation of the effectiveness of those interventions.

To improve student engagement in learning, each school site was expected to develop a discipline management plan and were to establish rules and routines within each classroom conducive to learning. It is intended that rules and routines be taught and enforced. The District has a districtwide discipline plan in place that is detailed in their student handbook. Schools have evidenced varying levels of development. Overall, schools are working to establish rules and procedures within the classroom and in other school settings and are moving toward consistently teaching and enforcing rules and procedures. Some schools reported well established rules and procedures while other school sites reported having implemented a behavior plan and are currently in the process of evaluating and assessing the effectiveness of those plans. It should be noted that a safe and orderly environment is important, but the development of relationships is equally important.

In accordance with the Elementary and Secondary Education Act each Title I school must develop an agreement or "compact" that outlines how the school and the parents can work together to help students achieve state standards. To increase student/teacher rapport and the enhancement of positive student/teacher relationships the school sites were expected to develop a school-specific parent compact and to implement the agreement within the compact with fidelity. The foundation for this process has begun. Schools have compacts. Some schools are still utilizing the general district compact and have not tailored it to be specific to their school site and student population. The compact is available to parents typically via website. However, the intent of the compact is for parents to be well informed of its content thus forming a partnership with the school, holding each party accountable to support the progress of their child.

Next Steps for Technical Assistance from the LRSD ADE SIS Team

ADE assigned a team of educators to conduct Academic Distress site visits in the month of May. Academic Distress recommendations have since been made available to the district and schools per the process outlined in *Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)* and the *Academic Distress Program*. The Academic Distress Review Team is recommending continuation of the Priority Improvement Plans established for school year 2015-16, but with modifications for greater clarity. ADE School Improvement Unit (SIU) staff will provide technical assistance to assist these designated schools in integrating into their current plans three targeted goals that would be monitored monthly by the SIU. These overarching goals are:

1. The School Improvement Leadership Team will develop a clear and shared academic focus that will lead to removal from Academic Distress.
2. The School Improvement Leadership Team in conjunction with all stakeholders will develop a positive school culture conducive to learning and staff professional growth.
3. The School Improvement Leadership Team in conjunction with the District Improvement Leadership Team will develop a culture of continuous improvement.

Representatives from each Building Leadership Team attended the Summer School Improvement Conference held in June. The importance of progress towards the recommendations was expressed as an essential expectation for school year 2016-2017 to individual schools and the district during the week of June 20-23, 2016.

The ACT Aspire assessment was administered in the fourth quarter for the first time. Assessment results are currently pending. Due to the administration of a new assessment, schools are currently unaware of the impact the results will have on planning for the 2016-2017 school year. It is also unclear how the ACT Aspire results will be compared to the previous assessments used for determining accountability.

The ADE SIS team will continue to provide targeted individualized assistance as needed on-site for schools classified as Priority and Academic Distress.

The ADE SIS team will provide support and training during leadership transition. ADE Public School Accountability leadership will schedule meetings in July and August with executive district leadership personnel.

Percent of Students entering high school 3 or more years below grade level

LRSD High School	*3 or More Years Below Math (1st and 4th Q)		*3 or More Years Below ELA (1st and 4th Q)	
McClellan High School	19	No Data	60	No Data
Hall High School	45	46	49	79
JA Fair High School	53	48	31	30
Cloverdale Aerospace	65	53	41	46
Henderson Middle	44	59	39	46

*Determined by Scholastic Math Inventory and Scholastic Reading Inventory: Data reported for combined 6th-8th grades for both Cloverdale and Henderson; Data reported for combined 9th-10th grades for McClellan and Hall; Data reported for combined 9th-12th grades for JA Fair.

Fourth Quarter Progress Report

Attached are the Fourth Quarter Progress Reports for all LRSD schools classified as either Focus or Priority (see Appendix A).

APPENDIX A

LRSD 45 Day Plan Quarterly Reports



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: BASELINE ACADEMY
STATUS: PRIORITY ELEMENTARY SCHOOL
SITE-BASED SIS: LISA K MACK
EXTERNAL PROVIDER: NA

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: JONATHAN CROSSLEY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
<p>Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)</p>	
<p>Description of full implementation of the Effective Practice and/or Recommendation:</p> <p>District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).</p> <p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p>	
<p>Current reality of effective practice from the beginning of the year: Quarter 1</p> <ul style="list-style-type: none"> Members have been chosen for the Leadership Team: Jonathan Crossley (principal), Pamela Freeman (assistant principal), Lisa Mack (local school improvement specialist), Pamela Criss (literacy facilitator), Michael Henderson (math facilitator), Paula Vasquez (language acquisition facilitator), Paula Ramsey (counselor), Tamika Jordan (third grade teacher), and Ruth Harnish (first year, kindergarten teacher). Meetings have been scheduled to meet in the conference room at Baseline Academy from 1:00-2:30 twice monthly for the 2014-2015 school year. 	<p>Current reality of effective practice: Quarter 4</p> <p><i>District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents <u>(ID01)</u>.</i></p>

<ul style="list-style-type: none"> • The team is currently working on team structure, organization, and bylaws. • Team is learning how to assess indicators and how to make an action plan. 	<ul style="list-style-type: none"> • Baseline has an established a Leadership Team, Instructional Team, Professional Learning Communities, and Parent Teacher Organization with regular meeting dates and times. • We have a document that identifies other teams' purposes, members, and meeting dates • A plan for a Student Advisory Council has been formed and the inaugural meeting has occurred. <p><i>Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).</i></p> <ul style="list-style-type: none"> • The three major teams have an identified purpose and work from agendas and keep minutes.(Leadership Team, Instructional Teams/PLCs, and PTA) <p><i>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07).</i></p> <ul style="list-style-type: none"> • The Leadership Team meets twice monthly and has a calendar displaying meeting dates for 2015-2016. <p><i>The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</i></p> <p><i>The Leadership Team supports our teachers by analyzing data and determining professional development opportunities based on the student data and teacher and student survey data.</i></p> <ul style="list-style-type: none"> • After analyzing the data from the most current teacher survey at Reflection Night, it has been determined that the Leadership Team needs to improve incoming and outgoing communication. A plan will be devised during the Summer Leadership Retreat for improving communication. This plan will be implemented at the beginning of the 2016-2017 school year.
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IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: Quarter 1 <ul style="list-style-type: none"> • A team of facilitators and teachers have completed the district CFA training. • Grade level Instructional Teams have started creating/selecting questions for posttests. • Grade level Instructional Teams have started creating/selecting questions for pretests. • Grade level Instructional Teams have started analyzing work to guide instruction. • Forms are being developed to archive data and to analyze data 	Current reality of effective practice: Quarter 4 <ul style="list-style-type: none"> • ELL and SPED students participation and assessment with Common Formative Assessments have been developed for review and implementation in the 2016-2017 school year. • Test creation is a combination of facilitator and teacher developed tests. • Based on data from our most current teacher survey and discussion with the Instructional Team and Leadership Team, professional development sessions are being developed for teachers based on their needs for understanding the rigor of the state standards (Unpacking the Standards) and creation of CFAs in order to create

	<p>stronger pre/post tests and to promote rigor in the classrooms.</p> <ul style="list-style-type: none"> • Clear pretest analysis expectations have been set. • Data Nights have continued.
IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
<p>Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)</p>	
<p>Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).</p>	
<p>Current reality of effective practice from the beginning of the year: Quarter 1</p> <ul style="list-style-type: none"> • Teachers have established classroom rules and norms with the class. <p>Rituals and Routines have been established the first 2 weeks of school.</p> <ul style="list-style-type: none"> • Teachers are not consistent and always positive about expectations. • Individual behavior plans are starting to be made and implemented by the team consisting of the teacher, counselor, behavior specialist, resource teacher, and mental health worker. • Gentlemen and Ladies clubs are being established for a targeted group of students. • The faculty has begun to assess our current practice of behavior management and are starting create a schoolwide plan • A schoolwide incentive system is being established. 	<p>Current reality of effective practice: Quarter 4</p> <ul style="list-style-type: none"> • Based on analysis of our behavior data and teacher survey results, the Leadership Team has created a plan to revise our current school behavior management system. <ul style="list-style-type: none"> ○ Set a Schoolwide behavior goal ○ Align the behavior goal with classroom management professional development sessions for teachers and staff ○ 5:1 positive/negative response focus ○ Conflict Resolution training and implementation for staff ○ Revise morning meetings to include Conflict Resolution and Character Development ○ Consider positive discipline referrals and the idea of reverse suspension ○ Research PBIS (Positive Behavioral Interventions and Supports) and consider if this classroom

<ul style="list-style-type: none"> • A schoolwide discipline plan is being established. 	<p>management plan would be beneficial to Baseline Academy or create a similar system</p> <ul style="list-style-type: none"> ○ Align the school compact to our behavior system and goals
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: Quarter 1 For the 2015-16 school year, Baseline Academy chose to use the LRSD Title I compact that outlines how parents, school staff, and students can work together. Compacts will be signed by principal, student, teachers, and parent and will be placed in the student’s permanent record file at Baseline.	Current reality of effective practice: Quarter 4 <ul style="list-style-type: none"> • A school based team of has been established to look at exemplars of elementary school compacts. • The Compact Team will use the exemplars and Wise Ways to create a compact for Baseline Academy that will be aligned with the core values. • A draft of the new compact will be shared with the staff and the staff will give input in order to develop a compact that will be effective for outlining how parents, school staff, and students will share responsibility for improving academic achievement and state standards. • The Compact Team will also discuss ways to effectively involve parents in the compact process.

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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: Quarter 2 In the spring, Baseline Academy will reach out to the district preschools in Southwest Little Rock (Chicot, Mabelvale, Dodd, Wakefield, Geyer Springs, and Meadowcliff). The counselor and homeschool advisors will coordinate a day for the preschool students and parents to visit Baseline Academy. We will also conduct a Kindergarten Round Up in the spring to register and assess incoming Kindergarten students. Flyers will be sent home to current students in English and Spanish communicating the process of registering younger siblings for the upcoming school year. In the spring, the counselor will collaborate with Cloverdale Middle School and Horace Mann Arts and Science Magnet Middle School to register students and assist with schedules. They will schedule a day for our students to visit the middle schools. The counselor and	Current reality of effective practice: Quarter 4 <ul style="list-style-type: none"> • A school based team has met to organize Kindergarten Round Up. To accommodate parents, the Round Up was scheduled for 4:00-5:00 on June 2. Parents received a tour of the school and staff shared expectations for kindergarten students. Parents were also informed about Kindergarten Assessments Days. • Two half days (June 6 and June 8, 2016) were scheduled for Kindergarten Assessments. The Instructional Team assessed the children for math and literacy skills. This was done to expedite BOY assessments and to allow teachers to do some relative pre-planning for the 2016-2017 school year.

GT teacher will ensure that student placement data is provided to the middle schools. All pertinent records, to include RTI data, will be shared with the appropriate school. Baseline Academy will coordinate with the middle schools and share the middle school expectations for parents and students.



LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

As a year 1 Turn Around Elementary School, Baseline Academy made collective decisions from day one in order to contribute to each IMO area. Wise Ways and ADE recommendations were considered in every indicator plan which guided the changes in an organized and structured way. The Leadership Team created and used the Diagnostic Analysis to determine the most meaningful actions made this school year:

- The Baseline faculty and staff collectively created the Baseline Core Values: Family, Leadership, Empowerment, Progress, and Student Centered. Keeping these core values in mind, a School Vision Statement was also created collaboratively. Each morning the entire school assembled in the cafeteria for our school meeting, Wake-Up Baseline, where the core values were discussed daily by administration, teachers, and students.
- The Leadership Team and other major teams were created and a common structure was established to promote organization, and purpose for the meetings. All major teams are expected to work from an agenda and to keep minutes. We believe that we are fully implemented in this area.
- Baseline Academy bases most major decisions on data. We have created a Data Wall and developed goals and expectations on how to use the Data Wall. Once a month PLCs meet after school to analyze unit data for literacy and math. Teachers, with the support of Instructional Facilitators, make lesson plans and interventions based on this data. Behavior Data is collected in order for us to monitor how behavior is impacting the classroom and to try to be proactive in handling sound classroom management. Teacher Survey Data was analyzed during the end of the year Reflection Academy in order to make improvements/set goals for next year and to plan professional development for teachers and staff.

- Two ESL Transition classrooms (K-2 and 3-5) were implemented to provide intervention for students who were brand new to the country and students with very little English language.
- PLCs meet at least once per week to plan and monitor instruction. Facilitators provide support as needed.

If anything, what do you intend to change or modify for the year?

The Leadership Team used the Diagnostic Analysis to make a Priority Improvement Plan that will guide the team over the next few years. This plan will be the focus of the Leadership Team Retreat, which is planned for the summer of 2016.

School Culture (All IMO Area Specifically 3 and 4)	Organizational Structure (All IMO Areas Specifically IMO Area1)	Accountability Systems (IMO Areas 1 and 2)	Instructional Program and Teacher Effectiveness (IMO Areas 1 and 2)
<ul style="list-style-type: none"> • Baseline Academy set up a positive incentive system for the 2015-2016 school year (Blue Jay Bucks). This system will be improved for the 2016-2017 school year by providing teachers and staff with professional development to ensure consistency. • Baseline Academy used the LRSD Title I compact for the 2015-2016 school year. For the 2016-2017 school year, a Title I compact will be created based on 	<ul style="list-style-type: none"> • Along with the positive incentive system that was created and implemented for the 2015-2016 school year, Baseline Academy collected behavior data. This behavior data collection system will be improved by researching data collection systems and choosing or creating one that will be easy to use and meet the needs of Baseline. • By the beginning of the 2016-2017 school year, a plan will be created to streamline information to 	<ul style="list-style-type: none"> • For the 2015-2016 school year, Baseline Academy created three units of instruction for each quarter with a pretest and posttest. Data Night was a time outside of the school day for teachers and facilitators to analyze data and collaborate about instructional needs of students based on the data. The post test data was used to identify students who needed intervention (tier 2 and tier 3) and to set unit goals for tier 1 	<ul style="list-style-type: none"> • The Leadership Team will be trained on how to implement Classroom Walkthroughs. Data will be collected and analyzed by the Leadership Team. This information will be shared with the faculty and staff in order to improve classroom instruction. • Classroom Walkthrough data, Behavior data, and Needs surveys will be analyzed regularly by the Leadership Team. Professional development sessions

<p>the Baseline Core Values; Family, Leadership, Empowerment, Progress, Student Centered. This plan will also include a way to support teachers and monitor progress.</p>	<p>all stake holders. This plan will include a yearly calendar with all activities, team meeting times, and special events that will be shared with faculty, staff, parents, students, and community.</p>	<p>instruction. For the 2016-17 school year, Baseline wants to be more focused on letting the pretest data drive the instruction.</p> <ul style="list-style-type: none"> • For the 2015-2016 school year, a plan was created to share and communicate data in order to measure progress toward schoolwide goals. Data folders were set up in Google Drive for sharing data among grades 3-5. For the 2016-2017 school year, Google Drive folders will be set up for grade K-2 and teachers will be trained on how to upload their information. 	<p>will be planned and implemented based on this data.</p>
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SCHOOL LEADERSHIP TEAM’S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	60	60	60	60	6	30	0	0	0	0	0	0	6	3
1	60	63	61	61	8	37	1	0	0	0	0	0	2	3
2	50	50	49	48	9	25	0	0	0	1	0	1	2	3
3	48	47	47	47	5	27	3	0	0	0	0	0	2	2
4	40	39	38	39	4	22	1	0	0	0	0	0	2	2
5	45	46	45	47	9	20	0	0	0	0	1	0	2	2

Comments/ Clarifications:

We have students that have been referred to the office but the district data base tracks *only* suspensions via AS400. Four students were suspended this quarter. This includes the one student with 5 or more referrals. Individual Behavior Plans are being created for students who need alternative plans in order to be successful in the classrooms. Baseline has created a Behavior Tracker that provides behavior data that can be analyzed to determine who, what, when, and where behavior is problematic so that staff can be preventive as opposed to punitive (See the optional data section at the end of this report.)

Of the total number of students who have been absent 10 or more days, 26.66% are due to suspensions. Most of the other students' absences are being reported as Personal Illness. Two students had a death in the immediate family.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory (SMI)</u> September, 2015 May, 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>BOY Reading Assessment (WRAP)</u> August/2015 May, 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	0	0	66.66%								
1	0	0	0	0								
2	0	0	50.00%	0	65%	19%			26%	7%		
3	33.33%	33.33%	66.67%	0	42%	34%			27%	19%		
4	0	50.00%	50.00%	0	80%	59%			28%	29%		
5	0	33.33%	0	0	76%	63%			44%	38%		

Comments/ Clarifications:

Teacher absentee rate improved this last quarter with the exception of Kindergarten. Two of the three Kindergarten teachers had extenuating circumstances this quarter (death in the family and first trimester of pregnancy).

There was a substantial reduction in the number of students who were two or more years below grade level at the beginning of the year compared to the number of students who were two or more years below grade level at the end of the year. Literacy saw an overall

reduction in grades 2-5 of 8.00%, with the most reduction in second grade (19%). Math saw an overall reduction of 22.0% in grades 2-5, with the most significant reduction in second grade (46%).

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	0		0													
1	0		7													
2	0		3													
3	0	47	1	1	5	6	48	43	44		91	54	29%	52.71 %	34.29 %	59.34%
4	3	39	9	10	11	8	36	34	30		100	80	59%	71.81 %	69.61 %	80.00%
5	5	47	11	10	12	17	45	43	33		121	105	64%	84.00 %	63.28 %	86.78%

							100	90	95	N/A	285	57	20%			
Example																

Comments/ Clarifications:

Although students who are 2 or more years behind in math has declined significantly since the beginning of the year, Baseline still has a large number of students 1 year below grade level in grades 3-5 (**30%**). Since unit pre and post tests are aligned to the rigor of the standards, there are still a substantial number of students with Ds and Fs on the unit post tests. However, the overall growth per grade level from pretest to post test in Quarter 4 has been noteworthy; **Third Grade-33.49%, Fourth Grade-20.76%, and Fifth Grade 18.72%.**

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
K	0		0													
1	0		5													
2	0		14													
3	8	47	10	4	9	4	48	44	44		136	60	41%	51.88 %	49.63 %	44.12%

4	5	39	16	19	10	6	34	36	29		99	34	29%	57.27%	60.38%	34.34%
5	6	47	5	16	25	16	43	43	44		130	58	69%	74.80%	60.32%	44.62%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Although students who are 2 or more years behind in literacy has declined significantly since the beginning of the year, Baseline still has a large number of students in grades 3-5 who are 1 year below grade level (**14 %**). Since unit pre and post tests are aligned to the rigor of the standards, there are still a substantial number of students with Ds and Fs on the unit post tests. However, the overall growth per grade level from pretest to post test in Quarter 4 has been noteworthy; **Third Grade-19.89%, Fourth Grade-14.95%, and Fifth Grade 21.67%.**

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

➤ **Iowa Test of Basic Skills (ITBS)**

Math

There were substantial gains in both first and second grade in math based on the ITBS scores. Math test scores show a schoolwide average percentage gain of 28.5% from 2015 to 2016.

TBS Scores by Grade by Proficiency Category (Math 2016)

Grade	Advanced	Proficient	Basic	Below Basic	Total Percent Passing
1st	7%	41%	28%	24%	48%

2nd	29%	23%	48%	6%	52%

ITBS Passing Percentage by Year (Math)

Grade	Percent Passing 2015-2016 EOY	Percent Passing 2014-2015 EOY	Percent Change
1st	48%	13%	+35%
2nd	52%	30%	+22%

Literacy

- The majority of the students who are reading on or above grade level expectation scored advanced or proficient on the ITBS assessment. 21% of the students in first grade and 20% in second grade who scored basic were 1-5 points away from scoring proficient.

A significant number of first grade students (33/61) and second grade students (25/48) participated in a targeted reading group with Reading Specialists. 66% of first grade reading intervention students and 40% of second grade reading intervention students made 1.25 years or more of growth. Administration expects reading level deficits to be significantly closed in the 2016-2017 school year. A reasonable expectation is 75% grade level reading for rising second and third grade students by the end of the 2016-2017 school year.

ITBS Scores by Grade by Proficiency Category (Literacy 2016)

Grade	Advanced	Proficient	Basic	Below Basic	Total Percent Passing
1st	4%	27%	46%	23%	31%
2nd	16%	16%	34%	34%	32%

➤ **ELL**

- **SCHOOLWIDE LEP READING PROGRESS DATA:** Based on BOY reading level data, **92 of our 131** current 1st – 5th graders or **70%** began the year **BELOW** grade level in reading. Currently **63/131** are below grade level or **48%**. That is a **22% increase in Limited English Proficient students reading on grade level**. Another 10 students are just on the cusp of achieving grade level reading.

Grade	BOY TOTAL 1st -5th grade LEP reading on grade level	# of LEP reading on grade level at BOY who regressed to reading below level at EOY	# of LEP reading below level at BOY who advanced to reading on grade level or above at EOY	EOY TOTAL 1st -5th grade LEP reading on grade level	GROWTH
1st	9/38 or 24%	-2	+4	11/38 or 29%	2 or 5%
2nd	9/24 or 37.5%	-0	+7	16/24 or 67%	7 or 29.5%
3rd	6/25 or 24%	-0	+14	20/25 or 80%	14 or 56%
4th	7/22 or 32%	-0	+3	10/22 or 46%	3 or 14%
5th	8/22 or 36%	-0	+3	11/22 or 50%	3 or 14%
Totals	39/131 or 30%	-2	+31	68/131 or 52%	29 or 22%

- **ESL TARGETED MATH INTERVENTION DATA:** In Q3 & Q4, **10** 2nd grade English Learners participated in two groups of Targeted Math intervention in Q3 & Q4.
 - 1 scored Advanced and 3 scored Proficient in this year's ITBS Math assessment.
 - All but 1 advanced at least one achievement level on the ITBS compared to their last year's score.
 - 3 of these students progressed 2 achievement levels.

➤ Mathematics

Trends (BOY/EOY)

- There was a large increase in percent passing compared to 2014-2015 school year as measured by ITBS and SMI data.
- ITBS and SMI data also shows first and second grades with the strongest growth in the percent of students who are passing, which aligns with the Common Formative Assessments Data.
- All grades showed strong growth, with the majority of students making more than 1.5 years growth as measured by SMI.
- Incoming classes are more prepared for their new grade level than the previous year.

SMI End of the Year Summary

Grades	Advanced	Proficient	Basic	Below Basic	Yearly Quantile Point Growth
2nd	8% (4/48)	29% (14/48)	44% (21/48)	19% (9/48)	346
3rd	4% (2/47)	34% (16/47)	28% (13/47)	34% (16/47)	477
4th	3% (1/39)	10% (4/39)	28% (11/39)	59% (23/39)	475
5th	0% (0/47)	19% (9/47)	17% (8/47)	63% (30/47)	549

SMI Percent Passing - Comparison to 2014-2015 Results

Grade	2016 EOY Passing	2015 EOY Passing	Change
2 nd	37%	15%	+22%
3 rd	38%	14%	+14%
4 th	13%	8%	+5%
5 th	19%		

SMI Comparison to 2015 BOY (Quantile Point Growth)

Grade	2016-2017 Class	2015-2016 BOY (Current Grade)	Change
3 rd	346	202	+142
4 th	477	293	+184
5 th	475	386	+89

➤ Literacy

Trends (BOY/EOY)

- All grades showed growth with the majority of students making 1.5 years or more growth.
- Second and third grade had the highest percentage increase in reading.
- The majority of the students who are reading on or above grade level expectation scored advanced or proficient on the ITBS assessment. The students, who did not, missed the proficiency score by 1 to 5 points.

BOY Reading Assessment (WRAP) (September/2015)

2nd Grade: 12/47 (26%)
 3rd Grade: 13/46 (27%)
 4th Grade: 10/36 (28%)
 5th Grade: 20/45 (44%)

EOY Reading Assessment Running Records/Unfamiliar Reads (May/2016)

Number of students 2 years or more below grade level at EOY:
 2nd Grade: 3/46 (7%)

3rd Grade: 10/48 (21%)

4th Grade: 11/39 (28%)

5th Grade: 15/44 (34%)

Number of students 1 year below grade level at EOY:

2nd Grade: 4/46 (9%)

3rd Grade: 5/48 (10%)

4th Grade: 7/39 (18%)

5th Grade: 6/44 (14%)

Notes: All grade levels, except 4th grade, saw a reduction in the percentage of students who are reading 2 years or more below grade level. The percentage of 4th grade students reading two or more years behind stayed the same. This factor could be attributed to the fact the reading gap is harder to close as a student progresses through grades. Next year to close this gap, small group instruction and reading intervention will start promptly at the BOY. Phonics will be the primary focus for these students.

Reading Summaries:

2nd Grade: At the beginning of the year, thirty-seven percent (37%) of our second grade students entered reading on or above grade level expectations. Sixty-seven percent of our second grade students are met or exceeded the end of the year grade level expectations.

3rd Grade: At the beginning of the year, twenty percent (20%) of our third grade students entered reading on or above grade level expectations. Seventy-one percent (71%) of our third grade students are met or exceeded the end of the year grade level expectations.

4th Grade: At the beginning of the year, forty-five percent (45%) of our fourth grade students entered reading on or above grade level expectations. Fifty-eight percent (58%) of our fourth grade students are met or exceeded the end of the year grade level expectations.

5th Grade: At the beginning of the year forty-one percent (41%) of our fifth grade students entered reading on or above grade level expectations. Fifty-two percent (52%) of our fifth grade students are met or exceeded the end of the year grade level expectations.

Targeted Reading Program

- **Overall Growth**
41/68 or 60% of the targeted students showed accelerated growth of 1.25 or more years
- **First Grade**
22/33 or 66% of the targeted students showed accelerated growth of 1.25 or more years
- **Second Grade**
10/25 or 40% of the targeted students showed accelerated growth of 1.25 or more years
- **Third Grade**
8/9 or 88% of the targeted students showed accelerated growth of 1.25 or more years

➤ Quarter 4 Behavior Tracker Data Summary

- There were 53 major infractions that resulted in an administrative consequence.
- There were 26 minor infractions that resulted in an administrative consequence.
- Only 3.8% of administrative consequences resulted in out- of- school suspension and 9.3% resulted in in-school suspension.
- 50% of all behavior infractions are from second grade. The Counselor, Behavior Specialist, and Day Springs, our mental health provider, work with many of the second grade students regularly. Individual Behavior Plans have been created and implemented for use with these students.
- The primary behavior infractions that result in a referral are insubordination/defiance (27.6%) and physical aggression (22.8%).
- Parents are contacted for all major infractions and repeat minor infractions.



DISTRICT: Little Rock School District
SCHOOL: Cloverdale Middle School
STATUS: Priority and Academic Distress
SITE-BASED SIS: Michael Anthony
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: Baker Kurrus
PRINCIPAL: Wanda Ruffins

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Misty Pitman and Sharesa White

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: The School Leadership Team, which consists of teachers, administrators, specialists and classified staff, meets each Monday at 2:15 for an hour when school is in session. The agenda is emailed to team members in advance along with minutes from the previous meeting. Next steps from each meeting dictates agenda items for weekly meetings. Leadership minutes are shared with the staff via an online staff folder. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. Collaboration groups meet each Monday, Wednesday and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning	Current reality of effective practice: The leadership team continues to utilize the instructional analysis tool to make decisions regarding student performance on multiple assessments. The data analysis determines which students need enrichment outside the classroom to address academic deficits in literacy and math. Communication between the core instructional teams and the leadership team has increased. The ESL Coordinator position has been posted and interviews will be conducted during the summer. We are working with the district in an attempt to hire a Spanish interpreter/paraprofessional to work with our ESL parents and students.

<p>period. The student team (Principal's Cabinet) will meet once a month, beginning in the second quarter. The management team meets each Friday at 1:30. The School Community Council meets each Friday at 10:30. Agendas and minutes from all meetings are kept on file.</p> <p>Data is looked at, but needs to be used more effectively by all teams to plan lessons, differentiate, design intervention strategies and guide professional development.</p>	
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: Instructional units and pre-/post tests are used in the majority of curricular areas. Results are used in English and math classes to guide instruction, but not as much in other curricular areas. Individual student results are not studied as much as trend data and group results. More time needs to be spent planning	Current reality of effective practice: Instructional units and pre/posttests are now used throughout all content areas. Consistency is still needed in some non-core areas. Core teachers are analyzing data and using the data to develop remediation, differentiation and enrichment plans. Teachers also use the data to address gaps in curriculum. Some non-core teachers are still struggling to figure how to use data to inform

instructional units. We are trying to refine the process of what to do with the data.	instruction; however, they are looking at their data and working to resolve this issue. Teachers in a variety of content areas are using Criterion Writing in an effort to increase the use of writing in content areas other than English Language Arts.
IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year: Teachers taught the schoolwide and individual classroom rituals/routines and rules at the beginning of the school year. Most teachers follow the due process form for category I offenses. Rituals/routines and rules need to be reviewed on a regular basis and followed consistently throughout the building.	Current reality of effective practice: The targeted attendance group began meeting on a regular basis. Students appeared to make a significant effort to improve their attendance. The data is still incomplete at this time. We are still working to decrease the number of tardies, particularly during transition times between classes.
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents	

can work together to help students achieve the state's standards.	
Current reality of effective practice from the beginning of the year: The compact has been developed and Cloverdale has moved to distribution specifically meeting the language needs of the parents being served.	Current reality of effective practice: The revised home/school compact was reviewed with parents and staff members and has been posted so that it is available to all parties.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: The school has a guidance plan that includes options for planning college and career opportunities. As a middle school, we do not currently track graduates as they pursue their college and career goals. For the past several years, Cloverdale has sponsored a monthly college and career Friday. Students and staff are encouraged to wear college paraphernalia and lessons include college awareness information, etc.	Current reality of effective practice: Students from our three main feeder schools came to Cloverdale and met with the administrators, toured the campus, met some of the sixth grade staff members and received information regarding the adjustment to a middle school schedule... Communication has been established between the instructional facilitators at Cloverdale and our feeder high school regarding transitioning to Read 180 and Math 180 classes at the high school level so that there is no gap or repeat of instruction.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Making connections with high school and elementary school instructional facilitators – an effort to ensure a smooth transition to and from middle school for students, particularly those enrolled in intervention classes
- Celebrating student growth – to alleviate student apathy particularly due to the increase in assessments
- Collaboration with science teachers – the leadership team felt disconnected and wanted to figure out how to meet the needs of the science department
- Posting position for an ESL coordinator – more than a quarter of our student body falls in this subgroup, an increase of resources in order to meet their unique needs became necessary
- Parent Center open house – designed to introduce our new parent coordinator in a personal way as well as to revitalize our effort to meet the needs of our parents in order for them to become actively involved in their children's education

If anything, what do you intend to change or modify for the year?

- Continue to increase focus on literacy, math and science
- Increase push for student organization skills
- Develop parent workshops that will encourage active engagement in academics
- Early detection of high-priority students, based on attendance, academic and discipline trend data, for prevention and intervention strategies
- Additional time spent on pull-ins and push-outs for ELL students
- Expand awareness of resources available to the ELL population
- Create a master schedule that will allow instructional teams to fully develop into professional learning communities
- Offer courses to address the needs of students who are able to meet the academic challenges of a rigorous curriculum
- Foster support for Read/Math 180 and System 44 through a whole school approach
- Provide increased support through professional development
- Increase the utilization of data analysis to drive student achievement

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	218	222	221	224	27	63	1	1	0	1	6	10	17	17
7	183	182	177	180	27	46	6	5	5	0	12	21	26	27
8	186	191	199	200	23	43	3	6	4	3	11	17	25	25

Comments/ Clarifications:

We developed a mentoring program earlier in the year, but realized that we are not truly equipped to mentor. We need to monitor this program and make decisions before assigning student next year. We will continue to track students with a large number of absences on data dashboard.

The reported discipline data accurately depicts the school climate. Very few of our students have 5 or more discipline referrals. Most referrals are category 1 offenses.

Cloverdale has a pretty high attendance rate. The majority of attendance issues are related to student tardies. The parents of students with a large number of absences are mailed letters warning them of this issue. Phone calls are automatically generated each time a student is absent. Court referrals are made by the attendance clerk on a regular basis.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ - _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Scholastic Math Inventory _____ September / 2015 _____ May / 2016 _____		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ - _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Scholastic Reading Inventory _____ September / 2015 _____ May / 2016 _____	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	23.08	23.08	53.85	53.85			126	120			82	75
7	27.27	9.09	38.46	46.15			133	82			87	91
8	20.00	30.00	87.50	37.50			123	118			74	112

Comments/ Clarifications:

There is no system in place at this time to encourage positive teacher attendance. We tried a monetary reward a few years ago system through the SIG grant, but there was little to no improvement.

There were several long-term teacher absences that occurred this past year. Several other teachers missed more than 5 days as well. Most of these absences was related to teacher illness/sick leave. Some was due to professional development, but not an excessive amount. The leadership team is concerned about teacher absences and has talked about ways to decrease the number of teacher absences. This is definitely an area that we would like to improve on.

The leadership team is concerned about the increase in students that are 3 or more years below grade placement in ELA in the 7th and 8th grades. This will be addressed at the beginning of next school year.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
6	42	224	91	74	80	43	209	202	204		615	268	75	43	49	44
7	35	180	64	78	86	86	138	141	150		429	292	51	58	59	68
8	37	200	32	56	61	68	161	161	178		517	260	89	77	69	50
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Teachers are asked to reflect on pretest/posttest results and determine a differentiation plan/remediation plan respectively. Teachers are asked to examine the standards that were not mastered by the majority of the students. The standard is taught using a different approach or strategy. Teachers are free to choose their plans to best meet the needs of their students. Teachers are also asked to use their collaboration to discuss strategies to reinforce/reteach/enrich learning for students. Teachers have also used flex grouping to remediate/enrich students. With flex-grouping, students who need to revisit or enrich a particular skill will be matched with a teacher who has past success with teaching that skill according to the data. During collaborations, teachers are engaged in collegial conversations with each other or the Math IF in order to build capacity across the department.

Teachers and students have expressed concern with test exhaustion. There are a greater number of D/F's on the posttests. There has been some discussion in the leadership team on how to alleviate some of the testing tension in classrooms.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
											1st	2nd				
6	21	224	6	20	21	38	222	193	207		622	10	33	10	3	2
7	48	180	27	37	59	62	159	159	153		471	102	53	52	52	22
8	38	200	34	7	14	48	139	165	160		464	90	47	51	50	19
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Teachers are asked to reflect on pretest/posttest results and determine a differentiation plan/remediation plan respectively. Teachers are asked to examine the standards that were not mastered by the majority of the students. The standard is taught using a different approach or strategy. Teachers are free to choose their plans to best meet the needs of their students. Teachers are also asked to use their collaboration to discuss strategies such as AVID Critical Reading/AVID Weekly Skill, Step-Up to Writing, and technology to reinforce/reteach/enrich learning for students. Teachers have also used flex grouping to remediate/enrich students. With flex-grouping, students who need to revisit or enrich a particular skill will be matched with a teacher who has past success with teaching that skill according to the data. During collaborations, teachers are engaged in collegial conversations with each other or the Literacy IF in order to build capacity across the department.

Teachers and students have expressed concern with test exhaustion. There are a greater number of D/F's on the posttests. There has been some discussion in the leadership team on how to alleviate some of the testing tension in classrooms.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: GEYER SPRINGS GIFTED AND TALENTED ACADEMY

PRINCIPAL: CYNTHIA COLLINS

STATUS: PRIORITY

SITE-BASED SIS: ELIZABETH CLIFFORD

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND MISTY PITMAN

SUPERINTENDENT: BAKER KURRUS

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools, which include a description of the teams' purposes, and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • GSGTA's Leadership team was established and met regularly last year. (2014-15) • Agendas and minutes of the meeting were kept and disseminated to staff through email. • Bylaws were created. • The Indistar school improvement process is new to all staff. • Instructional teams will continue to have agendas and recorded minutes of their meetings. • There is limited or no participation by PTA at the end of last year. 	Current reality of effective practice: Established GSGTA teams: school leadership team (SLT), instructional teams, and a now defunct school community council. (PTA was active at the beginning of the year but parents disengaged once the closing of the school was announced.) The teams were supported by district policy and have bylaws, which describe their purpose and govern their membership and operation. The SLT met biweekly (or twice a month), the instructional teams usually met once a week, and the school community council met monthly. Most teams worked from agendas and recorded minutes of the meetings. By the middle of the year, the SLT team became much more data focused in determining actions to be taken. The SLT analyzed data to assess, plan, monitor and develop improvement plans (tasks) to address needs revealed by the data; some instructional teams were proficient in analyzing their own data and determining next steps for instruction.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • Instructional teams meet and plan for instruction weekly. • Some teachers are administering unit pre- and post-tests. • Some teachers are using pretest data to differentiate instruction. • The administrator observes instruction regularly and provides feedback to teachers in emails or through conference. Feedback is also given to some students. 	Current reality of effective practice: Most grade level instructional teams met at least once a week to plan units of instruction and to develop unit assessments that were used as pre- and post-tests. The goal was to assess three times per quarter. Most instructional teams became more proficient with reviewing pre-/post-test data for the purpose of differentiating instruction, re-teaching, and providing extra help for students. The instructional team members were reflective in their data review. Some students needed intense intervention instruction for foundational deficits. Some students received this opportunity, others did not due to time constraints and staffing issues. One main ways teachers differentiated instruction in the classroom was by flexibly pairing and grouping students based on their learning needs. Students groups rotated between a small teacher groups and other prescribed workstations that were developed to help address the varying needs of students. Teachers felt pinched for time to pre- and post-test students in all areas, and student motivation to take tests was sometimes a challenge. Professional growth by teachers included rich learning activities such as lesson study and STEM classes through the UALR JAVITS grant.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice from the beginning of the year:

- Responsive classroom strategies are in place in most classrooms and professional development is ongoing.
- Norms, expectations, and procedures are reviewed daily.
- A school-wide behavior plan is in place.
- Team building is an integral part of daily school life. It is a very intentional goal of GSGTA to build the learning community every day.
- Community Helpers lead daily morning activities and serve as leaders in our school.
- Students participate in multi-age classrooms during Imaginoons and clubs.
- These strategies have greatly influenced our students' confidence in learning that is impacting achievement.

Current reality of effective practice:

"Responsive Classroom" strategies were utilized to build community and structure for classroom management. The principal established a process for behavior management. Clear, consistent, positive classroom management protocols and classroom rituals and routines were developed and executed by most teachers. These procedures were taught and reinforced daily with the students. A system for collecting behavior data was established and implemented. Collected behavior data was analyzed by SLT and used to help reduce disruptions to instruction. Intense support was given to some new teachers to help with consistent classroom management practices. Growth in their proficiency with classroom management increased. Individual behavior plans were made for students who required more structure and incentive for acceptable and improved behavior.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: Many parents have signed the school's Title I Compact.	Current reality of effective practice: The school closed. Many parents were supportive through the end.

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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

Third through fifth grade teachers are participating in a three year commitment with the JAVITS grant STEM program to ensure they have full understanding of the careers and colleges to better equip students for the future.

Current reality of effective practice:

Students enrolled in SLUFY, SPARK, and EXXON Mobil Engineering Camp summer programs. Students were excited to be apart of these programs.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

By committing ourselves to using the Indistar process with fidelity, we steadily improved our school learning community throughout the year. The process helped us keep a pulse on what was occurring in our school and to give teacher and student support where it was most needed.

We changed the format of our leadership meeting. We began to analyze various data at the beginning of each meeting before ever starting any discussions. This information drove our discussions and made the tasks we created much more meaningful. Also, we changed to only creating tasks that could be completed in two weeks. This was doable both in terms of completing the tasks, for the actual monitoring of the tasks, and for enabling us to consistently improve our school process. Tasks didn't get "swept under the rug". Tasks that were not getting accomplished were re-evaluated for their usefulness. New tasks were created as old tasks were completed.

The decision to hold a vertical planning session (3-5 teachers) after the ASPIRE interim tests proved very valuable. Teachers analyzed ASPIRE interim assessments and discussed next steps for instruction and test-taking skills. The session provided an opportunity for teachers to collaborate across grade levels sharing strategies that work in their classroom. This decision was implemented after it was apparent teachers needed more opportunities to share effective instructional strategies, especially with regards to preparing students to optimally perform on high-stakes tests. The diversity of grade levels and backgrounds yielded rich, quality discussions which teachers greatly appreciated. More opportunities for meaningful vertical collaboration need to occur.

Using lesson study as a vehicle for teacher learning has (once again) proven to be very valuable. Vertical groups of teachers are empowered by this dynamic learning process because they are planning and observing students in an actual lesson they created. Individual and group reflection on the data collected on the students' response to the lesson provides rich sources for discussion on content and effective instructional practices.

If anything, what do you intend to change or modify for the year? The school is closed.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
Pre-k	57	57	57	54	0	0	0	0	0	0	5	16	NA	NA
2 nd	33	34	33	34	1	8	0	0	0	0	1	2	1	1
3 rd	39	38	38	37	3	3	0	0	0	0	0	2	1	2
4 th	49	48	48	48	2	5	0	0	0	0	0	1	0	2
5 th	46	45	44	44	4	6	0	0	0	0	1	3	1	1

Comments/ Clarifications:

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
Pre-K	0	0	0	0	na	na			na	na	
2 nd	0	0	0	1	2	0			1	0	
3 rd	0	0	0	0	2	2			5	3	
4 th	1	0	0	0	11	5			14	1	
5 th	0	0	1	0	15	8			9	3	

Comments/ Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
2 nd	0	33	4	6	2	5	0	0	0	0	0	0	0	0	0	0
3 rd	0	38	3	0	4	3	31	34	33	71	169	60	56%	40%	43%	36%
4 th	1	48	6	16	14	6	48	48	48	48	192	34	23%	30%	17%	18%
5 th	0	44	10	0	0	0	46	45	43	43	177	67	88%	27%	34%	38%
Pre-K	NA	NA	NA	NA	NA		NA	NA	NA	NA	0	0	0	0	0	0
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	(C)	$(B/A) \times 100 = C$		
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
2 nd	0	33	6	2	3	8	0	0	0	0	0	0	0	0	0	0
3 rd	5	38	2	0	2	1	30	36	36	74	176	47	27%	31%	33%	26%
4 th	1	48	3	11	1	7	48	48	48	48	192	20	24%	19%	8%	10%
5 th	0	44	3	1	4	1	44	45	44	44	177	20	62%	18%	9%	11%
Pre-K	0	57	NA	NA	NA	NA	NA	NA	NA	NA	0	0	0	0	0	0
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

The high numbers of Ds and Fs in second grade are due to one teacher's heavy emphasis on completing lots of paperwork for grades. Some students were not able or were unwilling to do this work.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

National Percentile Rank - IOWA ASSESSMENT											
	ELA				MATH				Core Composite		
SCHOOL	2015	2016	+/-		2015	2016	+/-		2015	2016	+/-
GSGTA - 2nd Grade	44	61	+17		39	64	+25		40	60	+20

This is the most current data we have on our second grade students whose average score was much higher than the previous year's second grade students.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: HALL HIGH
STATUS: PRIORITY & ACADEMIC DISTRESS
SITE-BASED SIS: ROXIE BROWNING
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN & SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LARRY SCHLEICHER

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • Leadership Team bylaws have been established. • The Leadership Team needs to establish a subcommittee that meets every two weeks to analyze math and literacy data that is used to determine professional development and identify resources for teachers. • Leadership Team and Instructional Teams established and meet with agendas and minutes. • No Student Team, Management Team, or School Community Council has been established. • A plan established for 2 –way communication. • SRI, SMI, and CFA data is being discussed at team meetings. 	Current reality of effective practice: Fourth Quarter <ol style="list-style-type: none"> 1. School Leadership Team meets twice a month. Agendas and minutes are posted in Indistar and shared with faculty members via email and a common drive. 2. Instructional/Collaboration Teams (common subject) meet at least twice per week during 52 minute collaboration periods. Minutes and agendas (Collaboration Logs) are uploaded to a common drive. 3. Management/Administrative Team meet each Tuesday morning with agendas and minutes kept on file electronically. 4. School Leadership Team is reviewing school performance data to determine school improvement and professional development needs.

	<p>5. Students are providing their input as it relates to school improvement in a variety of formats.</p> <p>6. Each team has a specific purpose and scheduled time to meet. Teams work from agendas and minutes.</p>
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
<p>Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>	
<p>Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p>Current reality of effective practice from the beginning of the year:</p> <ul style="list-style-type: none"> • Instructional Teams are meeting twice a week to develop instructional units based on curriculum standards and documents. • 9th Grade Instructional Teams are meeting but still need to focus on disaggregating the data and planning to address the deficits. • Pre and post tests are being administered at 3-4 week intervals. 	<p>Current reality of effective practice:</p> <p>Fourth Quarter</p> <ol style="list-style-type: none"> 1. Literacy and math Instructional (Collaboration) Teams develop instructional units based on the curriculum standards and the LRSD curriculum document. 2. Teachers use an instructional "unit-based" progress monitoring and response system in math and literacy courses via pre/post-tests at two to three week intervals which encompasses three to six weeks of work. 3. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • There is no faculty/staff developed discipline management plan. • There is no evidence that all teachers establish rituals and routines. • There is no evidence that all teachers teach the rules and procedures in their classrooms. • There is no evidence that all teachers are consistent with enforcing agreed-upon rules and regulations. • There has been no analysis of discipline reports to determine areas of improvement. 	Current reality of effective practice: Fourth Quarter <ol style="list-style-type: none"> 1. The faculty has developed a discipline management plan that guides student behavior throughout the school via a list of school wide rituals and routines to be implemented next school year.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice from the beginning of the year:

- Compact exists.
- Parents, staff, and students are not aware of it.

Current reality of effective practice:

Fourth Quarter:

- **Hall’s Parent Compact** outlines how parents, school staff, and students will share responsibility for improving academic achievement.
- The compacts describes how the school and parents can work together to help students achieve the state’s standards.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none">• The guidance plan• The process of tracking recent graduates	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none">• A guidance plan exists.• Recent graduates are tracked.	Current reality of effective practice: Fourth Quarter: <ul style="list-style-type: none">• Hall's Counselors, AVID Coordinator, and Career Coach work to provide students in 9th-12th with opportunities to explore their career options and plan for career or college after high school.• Counselors maintain contact with recent graduates, and are updating records to track their post-secondary activities.• A data base has been developed to gather the recent graduate information.• Advertisement of opportunities for summer enrichment programs, ACT preparation classes, college visits to campus, and other career and college related activities are ongoing.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The decision to be more open with communication with the staff regarding the school improvement efforts, SLT meetings, and professional development plans.

We can attribute the changes to the overwhelming feeling of not getting much accomplished in the way that we've worked in the past. In an effort to make a difference in our outcome, we recognized that we needed to make a change in the way that we operate as an SLT.

If anything, what do you intend to change or modify for the year?

- Implement meaningful, necessary changes in regards to school climate. We would like for our team to be able to discuss changes that will make a major impact in our school. If we're going to look at data, there must be some follow-through in terms of support and accountability with the teachers in regards to that data.
- There will be a school wide initiative to implement AVID (Achievement Via Individual Determination) instructional strategies which are best teaching practices.
- Implement meaningful professional development opportunities that meet the teaching and learning needs.
- Provide ongoing support and accountability when implementing professional development to the instructional staff.
- Redesigning the 9th Grade Academy.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	329	326	323	309	40	84	19	8	5	37	32	46	81	37
10	278	296	286	282	45	72	14	10	9	26	31	33	47	26
11	242	241	233	227	34	58	9	2	3	18	18	10	33	18
12	225	224	205	200	31	52	2	3	3	7	12	8	25	7

Comments/ Clarifications: There was an influx of EL students that enrolled into the school during the 2nd semester. More referrals were actually documented within the AS400 system during the 4th quarter. As a result of noticing from previous quarters' data, the assistant principals entered more referrals into the system during the 4th quarter. As we prepared for the testing cycle, we identified students who were on attendance rosters as absent for multiple days and contacted parents/guardians. Several students were then removed from the teacher rosters. It has been discovered that many students are not following the proper protocols to un-enroll from school. This has prompted discussions to determine a better system for supporting student enrollment and disenrollment.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Scholastic Math Inventory (SMI) Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Scholastic Reading Inventory Test on _____ / _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
27.59	62.07	44.83	32.00			147/170	212/217			175/274	271/335
21.43	28.57	38.46	23.08			128/136	58/61			123/195	198/243
14.29	64.29	61.54	30.00							122/197	
66.67	33.33	50.00	10.00							68/116	

Comments/ Clarifications: It was not required by the district to conduct a second and third SMI or SRI assessment. Some math and literacy teachers chose to conduct a second and a third while the vast majority did not. The percentage of teacher absences went down in the 4th quarter. We feel that we can attribute this to more conversations being held regarding the importance of being in the classroom. Additionally, the school spirit and morale was boosted with successful spring sports and other student activities.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4			1st	2nd	3rd	4th
9	201	260	129	157	187	168							53			
10	144	183	91	119	147	150							82			
Algebra	164	257	159	195	221	164	267	317	263	*	847	589		69.5%	69.5%	*
Geometry	116	178	81	106	115	116	218	196	216	*	630	326		50%	51.7%	*
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: *Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the following: *The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3rd pre/post exam. Several*

math and literacy teachers voluntarily conducted a 3rd pre/post assessment and shared their analysis of those results with the local SIS due to the timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the “other data” category.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	133	230	53	105	94	113	241	259	205	*	705	328	17%	74%	46.5%	*
10	109	155	59	119	32	34	215	194	76	*	485	285	61%	65%	58.76%	*
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: *Percent of students with D or F on any unit tests and number of students tested were not reported in part due to the following: *The math and literacy teachers chose to take the option of utilizing the semester exam rather than conducting a 3rd pre/post exam. Several math and literacy teachers voluntarily conducted a 3rd pre/post assessment and shared their analysis of those results with the local SIS due to the timing of when the SLT met in addition to graduation, AP exams, and other end of year requirements, the semester exam results were not analyzed by the entire SLT. Members from the SLT have reviewed the semester exam results and determined that next school year more emphasis will be placed on providing training and development in the purpose, planning, effective implementation, and data analysis for instructional use of Pre/Post tests. Please see the semester exam charts located in the “other data” category.*

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The semester exam class averages were not analyzed by the SLT due to the timing of when tests were given and the end of teacher contracts ending.

DRAFT



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK

SCHOOL: JA FAIR

STATUS: PRIORITY

SITE-BASED SIS: DIONNE BRITTON

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: LAGAIL BIGGS

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

1st Quarter

1. School Leadership Team: Literacy and Math Lead Teachers, Literacy and Math Instructional Facilitators, 9th grade Academy Lead Teacher, City Year Project Manager, Counselor, District Math Lead Teacher, Principal, Assistant Principals.
 2. Campus Leadership Team: All Instructional department chairs, Parent Involvement Coordinator, Instructional Technology Specialist, Guidance counselor, Parent, Student representative, Principal and Assistant Principal.
 3. School Community Council: Selected Parents for our student body.
 4. Student Government Association: Elected student officers from each grade level
 5. Collaboration Teams: Common content teachers meet 3 times a week to create CFA's, analyze data, lesson planning.
- The School Leadership Team meets on the 1st and 3rd Wednesday of every month. Campus Leadership meets the 2nd Wednesday of every month,

Current reality of effective practice:

4th Quarter:

1. The School Leadership Team continues to meet twice monthly. We have continued to share minutes via email of the meetings with staff. We have received comments that this has helped staff's understanding of work that the SLT is doing. We continue to encourage feedback from staff. We added the SLT minutes on the faculty agenda as a standing item to elicit more in-depth feedback from all staff members. We surveyed our staff to determine the SLT's effectiveness; 69% of teachers surveyed feel that the SLT has a plan to increase student achievement.
2. The Campus Leadership Team continues to meet monthly on the 2nd Wednesday of each month. This team continues to discuss management and building level issues. They also are briefed on the SLT minutes. The SLT has the bylaws in electronic format for review by the new administration.
3. The Instructional Leadership Team has a standing, weekly meeting. This quarter the focus of our meetings has been on plans for the 2016-17 school year, which has been challenging since a new administration will be in place.

<p>Student Government meets daily during their Leadership Class Period, The School Community Council meets on the 3rd Wednesday of every month. Each committee has an agenda and minutes for each meeting.</p> <p>The School Leadership looks at and disaggregates various forms of data, SMI/SRI data, CFA data, Soar Data, grade distributions, discipline reports, attendance reports. After looking at the data the team determines the next steps and/or intervention strategies. This information is shared with the Campus Leadership team, which then is shared in the department meeting and collaboration meetings. Feedback from the various teams drives the instruction and professional development.</p>	<p>4. Grade Level Teams continue to meet on scheduled Collaboration Days. Digital copies of bylaws/protocols have been provided.</p> <p>5. Student Council meets daily during their Leadership class to discuss and plan student projects and activities.</p> <p>6. The School Community Council meets on a monthly basis to elicit parent input.</p> <p><u>Continued and Ongoing</u></p> <p>Agendas for all collaboration meetings are submitted via google forms or to Principal Biggs.</p> <p>Teachers and staff will continue to obtain professional development on submitting forms using Google Docs.</p> <p>Agendas and minutes are kept for the School Leadership Team Meetings, Department Meetings, Campus Leadership Meetings, School Community Council Meetings</p> <p>The 9th and 10th grade teachers are organized into academies. Career academies are being established. These teams along with the Algebra I teachers and the Geometry teachers have a common planning period.</p>
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	

Current reality of effective practice from the beginning of the year:

1st Quarter

The teachers at JA Fair are divided into common content teams. The content teams meet three times a week. During these meetings teachers will determine the unit of study, identify matching priority standards, unwrap the matching priority standards, write essential questions, write selected response items, write constructed response items and create scoring guides. Each team will administer a CFA for each unit. The same test will be administered as a post test to determine growth and/or remediation. Faculty was provided training on designing pre/post test. Teachers were also given training on how to disaggregate data. All pre/post test are uploaded and shared to Google Drive. Administration monitors the progress of the delivery of pre/post test via Google Docs and shared folders.

Current reality of effective practice:

4th Quarter

This quarter we continued using the shared schedule and timeline to administer pre-post tests. The Grade Level Teams and administrators appreciated this schedule, which allowed everyone to know what to expect and to more effectively monitor progress; however, 4th Quarter Testing interfered with our schedule. Therefore, a request was made to ADE to give only two pre-post tests and the Semester test average as an option. We will look to see how district and state tests affect our pre-post testing schedule for the 2016017 school year. Now that we have an established timeline, we are discussing the alignment of our unit tests to content being taught, the instructional methods used to address student deficiencies based on pre-test results, and interventions needed to assist struggling learners. We rewrote our description of full implementation in this area to include creating a 9 week comprehensive test and dividing that test into three segments, ensuring alignment. We have proposed summer training to the district to address the above topics with teachers.

Continued and Ongoing

- Currently all teachers have received initial professional development on pre/post test and data analysis.
- During collaboration team time, teachers are discussing pre/post test data and analysis and providing next steps and interventions that will address student needs.
- Teachers complete a 5-step data analysis for all student data discussed but we feel that this needs to be reviewed. We need to look at software to help teachers with analysis of data.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice from the beginning of the year:

1st Quarter:

The Campus Leadership Team has initiated a school-wide discipline plan to address minor classroom infractions.

The 9th grade academy has implemented a discipline plan to address minor classroom infractions. All teachers have developed rituals and routines and they're posted in each classroom. Teachers taught their rituals and routines to their classes. Campus Leadership team is in the process of reviewing school-wide rituals and routines that will be shared with all stakeholders and posted school-wide.

Current reality of effective practice:

4th Quarter:

The 9th grade academy continues to operate with a Category One discipline plan. The Campus Leadership team meets and discusses school-wide discipline initiatives. We will review classroom rituals and routines and discuss the need to consistently teach the rules to students throughout the year. Reviewing Category I Offences is an area listed on the Needs Assessment. Student Council provides student input for building level policies. The Administration is currently implementing all student safety compliance drills to ensure student safety in the event of an actual crisis.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: 1st Quarter The Parent Facilitator Team has been established. The team consists of the Parent Involvement Coordinator, Parent Facilitator, parent representative from each grade level and the Principal. The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings	Current reality of effective practice: 4 th Quarter This quarter we began reflecting on our plan from the previous school year. Parental involvement doubled from the previous year. The guidance counselor is reflecting on the Passport to 10th Grade Program. We held activities in the area of math and literacy while informing parents of their students’ progress. The guidance department along with the Career Coach conducted a Parent Workshop for seniors and their parents. A monthly newsletter is sent to our parents, which include tips for academic success. The Guidance office continues to participate in monthly meetings and assists Administration. <u>Ongoing</u> The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT
Effective Practice within Category: Post-Secondary School Options (VA01)
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.

<p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
<p>Current reality of effective practice from the beginning of the year:</p> <p>1st Quarter</p> <p>The guidance department has implemented a senior mentoring program to assist all seniors with their college and career transition. Students are counseled regarding their current readiness to graduate, apply for post-secondary opportunities and/or vocational career options. FAFSA financial planning night is held for all parents and seniors. Counselors visit all classrooms to discuss college/career options.</p> <p><u>Ongoing Yearly Activities</u></p> <p>We offer a Career/Transition Fair for all students.</p> <p>All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions.</p> <p>City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs.</p> <p>All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club.</p> <p>We offer three Career Academies: IT, Sports Medicine and Environmental Science</p> <p>All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy.</p> <p>Financial Aid Workshop for all seniors and their parents.</p> <p>We have a Career Coach-offer the COMPASS test in house to our students</p>	<p>Current reality of effective practice:</p> <p>4th Quarter</p> <p>The Guidance Department completes a Post Secondary District Report each year that tracks students through their Freshman Year in College. Based on this report, approximately 46% of our students enter college. This is determined by the annual follow up report that is conducted each fall. The counselors schedule Senior Exit Surveys with Seniors during the third quarter. JA Fair received 2.7 million dollars in scholarship money for Seniors.</p> <p><u>Ongoing Yearly Activities</u></p> <p>We offer a Career/Transition Fair for all students.</p> <p>All seniors are paired with a caring mentor in the building that will assist the student with college or career decisions.</p> <p>City Year has added Adopt A Senior. Corp members meet with the students to discuss college and career options during lunch and assist with their needs.</p> <p>All math club students will qualify for a grant if they decide to work in the educational field upon college graduation. Incentive for students that are currently in the club.</p> <p>We offer three Career Academies: IT, Sports Medicine and Environmental Science</p> <p>All 9th grade students take the Kudor Assessment that will assist them with choosing a career academy.</p> <p>Financial Aid Workshop for all seniors and their parents.</p> <p>We have a Career Coach-offer the COMPASS test in house to our students</p>

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Streamlining the pre/post test process
- Creating the submission of data scheduled for teachers
- Reviewing the data and deciding on the next professional development needed for staff
- Looking at teacher survey results and making professional development decisions
- Sharing SLT minutes with staff, conducting SLT PLC and adding SLT to staff meeting agendas

If anything, what do you intend to change or modify for the year?

- Continue to utilize data to make decisions while filtering the information down to Campus Leadership
- Build on the work we have done with Common Formative Assessments

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9th	259	262	249	246	28	18	10	42	62	39	20	25	33	28
10th	250	250	236	230	29	13	18	40	70	26	15	14	28	23
11th	166	169	157	151	23	6	9	18	40	21	10	6	9	11
12th	183	176	163	165	36	3	2	11	14	5	5	7	8	4

Comments/ Clarifications:

The school utilizes progressive discipline. Referrals were decreased from third quarter. Student absences also decreased in all grade levels; except grade 11 from third quarter. The administration discussed the 3rd Quarter data with the Student Behavior Intervention Team and Campus Leadership Team, which led to a decrease in referrals and absences.

LEADERSHIP TEAM REPORT CONTINUED

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
20%	20%	56%	22%			456	377			271	240
25%	25%	45%	27%								
0%	33%	67%	50%								
20%	40%	60%	20%								

Comments/ Clarifications:

Teacher absences decreased in each grade level from the third quarter to the fourth quarter. The Building Administration implemented the “Letters of Concern” system, which notifies teachers of their absences and allows administrators to express concern and brainstorm strategies for decreasing absences with individual teachers.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	89	201	13	87	105	98	0	74	0		74	70	82%	94%	69%	95%
10	111	195	104	106	127	119	179	153	191		523	236	49%	90%	65%	45%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

In 9th Grade 95% of students earned D/F on 4th Quarter pre-post tests, but 49% earned D/F for the nine weeks. We will discuss this data during our summer workshop to ensure that daily assignments are aligned to pre-post tests and to ensure that proper planning is in place so that state tests and pre-post assessments are given consistently during the 4th Quarter. In 10th Grade 45% of students earned D/F on pre-post tests, while 61% earned D/F for the nine weeks. The School Leadership Team is hosting a summer workshop to address re-teaching and remediation of concepts that is preventing

student mastery. The District Leadership Team is providing funding for the summer training and will discuss funding options to allow for blocks of time during the summer or during school time to plan and create pre-post tests and Data Days to analyze data. Ongoing Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum standards and to ensure student mastery.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
9	131	246	83	133	106	103	179	0	79		258	138	67%	45%	24%	53%
10	21	230	97	105	43	47	86	132	100		318	99	69%	72%	50%	31%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

In 9th Grade 53% of students earned D/F on pre-post tests but 42% earned D/F for nine weeks. In 10th Grade 31% earned D/F on pre-post tests and 20% earned D/F for nine weeks. The District Leadership Team provided funding for summer workshop and will discuss funding to allow for blocks of time

during school time to plan and create aligned pre-post tests. Ongoing Professional development will be provided to assist teachers in planning and creating aligned pre-post tests to curriculum.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: MABELVALE

STATUS: PRIORITY

SITE-BASED SIS: JENNIFER NELSON

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: RHONDA HALL

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

Jennifer.Nelson

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

The School Leadership Team meets weekly for 45 minutes during 7th period. There was not enough time to complete tasks during that time frame. Attendance is not regular because some of the members have classes during this time. Agendas are made and minutes are taken but they are distributed to staff. There is currently no active School Community Council, but there is information given to parents at check-in on ways to be involved at the school.

Current reality of effective practice:

The School Leadership Team consists of building level administrators, district level administrators, specialists, teachers, and instructional facilitators. The team meets every other Wednesday from 4:00-5:00 PM. These meeting times were changed in order to allow more members to be consistently present. The meetings include discussing indicators, disaggregating SOAR data, and coming up with innovative ways to engage students while increasing student achievement. The School Improvement Specialist has begun to send the agenda out via email 48 hours before each team meeting. The building principal shares the team minutes with the entire staff within 48 hours of each meeting. The staff is given an opportunity and encouraged to provide feedback to the

leadership team. The School Improvement Specialist has set up a standing weekly meeting with the administrative leadership team. The School Community Council has been established and bylaws created and published. The School Community Council currently has more staff than parents. The Mabelvale Leadership Team has created a new staff handbook that outlines expectations, procedures, and a directory for common information that may be needed.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

Instructional Units and Pre/Post tests are beginning to be developed in all Core areas. Most teachers have been consistently administering Pre/Post tests. However, they have not been uniform across grade level content areas. The data has not always been documented to show how instruction is being differentiated based on pre test results. Mabelvale is currently working towards all grade level content areas teachers collaborating on a grade level pre test to be administered to all students prior to beginning a unit. The same type assessment questions will be given at the end of the unit. The data from these assessments will be reviewed by the facilitator and teachers to plan instructional units. Individual student results and class period results will also be used to guide instruction.

Current reality of effective practice:

Instructional Units and Pre/Post tests have been given in all content areas. All teachers have consistently administered Pre/Post tests this quarter. The data has not always been documented to show how instruction is being differentiated based on pre test results, however; it is being documented more consistently on data analysis forms. The School Improvement Specialist and the building principal met with all teachers to go over the expectations dealing with pre/post assessments, data, and differentiating instruction. A data analysis form was revised and made available to all teachers. The SIS led a PLC to explain and demonstrate the expectations when utilizing this form. The expectation is that this form will be used to analyze pre/post test data and to guide the discussion on instructional practices. The Instructional Facilitators and SIS will analyze data with the teachers using the forms. We are working towards the facilitators bringing back the data and instructional discussion to the leadership team in order to make instructional decisions for the school.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year: Teachers taught the school wide rituals and routines at the beginning of the year. They continue to review these throughout the school year. They also taught and reviewed classroom rituals and routines. Some teachers follow the due process procedure for most offenses. Mabelvale administration will continue to remind and encourage teachers to send referrals with students when they are sent out of class.	Current reality of effective practice: The discipline management plan was reviewed with faculty and staff members through grade level team meetings. Teachers were prompted to reflect on successes, challenges, and the overall effectiveness of the plan. School wide rituals and routines have been posted in each classroom and hallway. Teachers were directed to re-teach school wide and classroom rituals and routines each Monday during the opening of their daily lesson. Leadership team reviewed discipline data and found trends in the time of day and type of offense. Administrators met with individual teachers in need of additional support. These teachers were identified through discipline data and classroom walk through data. Administrators continue to monitor teacher referrals and classroom observations to ensure that each teacher consistently enforces the discipline management plan.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year:	Current reality of effective practice: Mabelvale has developed a Parental Involvement Plan/ Community Kit. This kit contains the “compact” that outlines how all stakeholders can work together to improve the academic

Mabelvale has developed a Parental Involvement Plan/Community Kit. This kit contains the “compact” that outlines how all stakeholders can work together to improve the academic achievement of all students at Mabelvale Middle. This is distributed to parents at check-in before school starts each year.

achievement of all students at Mabelvale Middle. This is distributed to parents at check-in before school starts each year. A School Community Council has been set up and meets regularly. The updated bylaws for this team are included in the parental involvement kit. Meeting dates have been determined for 2016-2017 school year and staff members have volunteered to serve on the committee. Meetings will be held the 2nd Monday of each month immediately preceding athletic events. Revised kits with updated calendars will be distributed at check-in August 1 and 2.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: Mabelvale has a guidance plan referred to as CAP. CAP stands for Career Action Plan. Students meet with counselors, AVID coordinators, and Career teachers to plan for future goals. Mabelvale is currently in the process of planning ongoing college and career opportunities. There is currently not a process for tracking recent graduates	Current reality of effective practice: Mabelvale has a guidance plan referred to as CAP. CAP stands for Career Action Plan. Students meet with counselors, AVID coordinators, and Career teachers to plan for future goals. Students take the Kuder in their career orientation class. Mabelvale is currently in the process of planning ongoing college and career opportunities. There is currently not a process for tracking recent graduates. A Career Day event took place in April 2016. Each Friday staff is encouraged to wear their college paraphernalia.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The lack of regular teacher attendance prompted the Leadership Team to come up with incentives for the staff. A member of the team contacted local businesses to get donations for the staff. Teacher attendance increased by double digits in all grade levels from the second to the third quarters. Teacher attendance also improved from the third to the fourth quarters.

Teachers were not consistently reporting pre and post data. We began sending out reminders to teachers with due dates for assessment data.

The Leadership Team also decided to include all content areas in pre-post assessing. We began with English and Math and then added Science and Social Studies. By the end of the year, all content areas were giving pre and post test.

If anything, what do you intend to change or modify for the year?

Teachers will not tell students that the pre-test do not count as a grade. We feel that students do not try their best when they know the grade is not going to count. The Leadership Team expects to see an increase in pre-test score averages next year.

All teachers will also have students do an analysis of pre and post assessments. This will allow students to track their growth and take ownership of their learning.

We are planning to have leadership meeting during the school day for next year if it can be worked into the schedule. We believe that attendance will be more consistent without teachers having to stay after school.

A tentative schedule of due dates for pre and post test will be available for teachers at the pre- school meetings. This will allow teachers to effectively plan for assessments and units.



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	199	202	185	183	29	26	11	3	1	0	9	7	15	23
7	199	203	202	201	27	30	1	1	1	0	7	9	15	16
8	234	230	227	229	26	28	4	4	3	1	9	9	21	19

Comments/ Clarifications:

2nd Quarter

- The numbers at 8th grade a declining due to students leaving to attend Mann Magnet.
- The numbers given to us by the Crystal report do not match the numbers we have at our school. We have our enrollment as follows: 6th- 193, 7th-193, 8th- 225
- The number of students with 5 or more referrals looks to have drastically declined at 6th grade. The referral process is not uniform and these numbers do not depict an accurate representation of the student/administrator interaction or the class time being missed because of being out of class.
- The referral process and a discipline management plan will be discussed among the administrative team and then presented to the leadership team.
- There are several students that have more than 1 referral but less than 5
- We will look deeper into the students who have been absent 10 or more days to see if they are the same students from quarter to quarter.

3rd Quarter

- All grade levels have declining enrollment from the previous quarter according to Crystal Reports

- The number of students with 5 or more referrals went down in 6th and 8th grade and remained the same in 7th grade.
- There is a chart with the number of students with 1, 2, 3, and 4 referrals.
- There is a chart with the number of students with 5,6,7,8, and 9 absences.
- The number of students with 10 or more absences increased drastically
- Some of the absences are for long term suspension and/ or ALE
- 15 students have suspensions of at least 10 days

Referrals:

	ONE	TWO	THREE	FOUR
6 th GRADERS	36	17	6	5
7 th GRADERS	42	15	5	9
8 th GRADERS	47	19	8	8

Absences:

	FIVE	SIX	SEVEN	EIGHT	NINE
6 th GRADERS	11	5	7	8	5

7 th GRADERS	11	9	4	1	3
8 th GRADERS	9	6	3	6	5

4th Quarter

- There were 335 absences in the 4th quarter that had no reason reported with them
- There were 252 absences in the 4th quarter because of suspension
- Many of the students that were repeatedly in trouble, were sent to alternative school

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ - / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <i>Scholastic Math Inventory</i> 04/2016		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ - / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <i>Scholastic Reading Inventory</i> 02/2016	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	16.67	58.33	25	0	N/A	N/A	130	114	N/A	N/A		86
7	20	40	22.22	0	N/A	N/A	141	119	N/A	N/A		102
8	9.09	45.45	25	18.18	N/A	N/A	169	141	N/A	N/A		99

Comments/ Clarifications:

2nd Quarter

- *All students have not completed SMI. There have been multiple problems with internet connections and technology availability.*
- *SMI will be completed on the 1 week of February.*
- *The numbers for students that are at least 3 grade levels behind based on SMI results include students that did not complete the assessment.*
- *Of the results reported 64% of 6th graders, 69% of 7th graders, and 73% of 8th graders are at least 3 grade levels behind in math. Some of these students have been identified and placed in before and after school tutoring.*
- *SRI has not begun. Subscription was lost and was just recently reinstated. Mabelvale will begin as soon as SMI is complete. The person responsible for SRI has requested a username and password in order to administer and currently still waiting.*
- *MYON subscription for literacy will be recommended. SIS will research the price for the subscription.*
- *All grade level core teachers' absences have at least doubled. We will discuss this at leadership and recommend some type of incentive program for teacher attendance.*
- *Some of the absences include teachers that are attending professional development workshops. There were also two teachers that were out due to injury.*

3rd Quarter

- *All students completed the SMI and SRI*
- *85% of 6th grade students are basic or below basic on the SRI (86/136 tested students are 3 or more grade levels behind)*
- *82% of 7th grade students are basic or below basic on the SRI (102/162 tested students are 3 or more grade levels behind)*
- *71 % of 8th grade students are basic or below basic on the SRI (99/175 tested students are 3 or more grade levels behind)*
- *Teacher attendance improved in each grade level*
- *24 combined personal days were used in the 3rd quarter by teachers*
- *131 combined sick days were used in the 3rd quarter by teachers*
- *Monthly incentives were given at staff meetings to teachers who were present each day*

4th Quarter

- *Teacher attendance improved across the board*
- *Incentives were given to all teachers who were present each day instead of just having their names in a drawing*
- *Each grade level improved in SMI*
- *6th grade had 16 less students that were 3 or more grade levels behind.*
- *7th grade had 22 less students that were 3 or more grade levels behind.*

- 8th grade had 28 less students that were 3 or more grade levels behind.

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	15	183	15	22	21	14	172	167	161	n/a	500	25		37.04%	57.72%	5%
7	42	201	53	80	93	58	178	167	177	n/a	522	76		15.47%	48.17%	14.55%
8	59	229	51	77	66	61	217	114	202	n/a	533	166		10.45%	46.76%	31.14%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

2nd Quarter

- *The numbers are low in grades 6 and 7 because all students were not given post assessments or teachers didn't turn in data on time.*
 - *The numbers also seem low because of a discrepancy in the enrollment.*
 - *The numbers given to us by the Crystal report do not match the numbers we have at our school. We have our enrollment as follows: 6th- 193, 7th-193, 8th- 225*
 - *There was one teacher that lost her unit 2 post test assessments.*
 - *The D/F count for math is not accurate. There was not a uniform data collection tool utilized . The information was not available for all students.*
 - *We will work on creating a tool to collect the specified data in order to have more accurate results*
- 3rd Quarter**

3rd Quarter

- **The D/F count increased because there was a uniform tool used to collect the data. It is more accurate than before.**

4th Quarter

- **The D/F count decreased because teachers were allowed to strike standards that were not taught on the post test.**

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	32	183	37	67	47	39	174	162	147	n/a	483	62		22.96	64.20	12.83
7	43	201	44	41	37	33	183	181	167	n/a	531	54		5.5	36.54	10.16
8	54	229	54	64	61	48	199	194	159	n/a	552	48		37.2	41.40	8.69

Example	100	90	95	N/A	285	57	20%			
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Comments/ Clarifications:

2nd Quarter

- **Teachers are becoming more familiar with pre/post assessment requirements.**
- **Unit 2 post test assessments increased from unit 1.**
- **The assessments were divided into language and reading.**
- **Some students didn't take the post test because they were absent**

3rd Quarter

- **Literacy test were created as one test**
- **The D/F count increased because there was a uniform tool used to collect the data. It is more accurate than before.**

4th Quarter

- Many students were absent for post tests in the last unit
- The D/F count decreased because teachers were allowed to strike standards that were not taught on the post test

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.





ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: MCCLELLAN HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: ZORETTA FINLEY

EXTERNAL PROVIDER: FETTERMAN

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: HENRY ANDERSON

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

McClellan has an Interdisciplinary Leadership Team that is meeting regularly (every two weeks) and addressing various instructional aspects surrounding the various departments of the school. This team looks at scores from SMI, SRI, ACT, Explore, PLAN, attendance data, etc. The Interdisciplinary Team and Leadership team have met in conjunction since July 2015 and have now began to meet separately. The Leadership Team has met and reviewed ASCIP action recommendations and is now working to look at incoming data from TLI. The Leadership team has four new members but is working to bring everyone up to speed on the work completed last year.

Current reality of effective practice:

The Interdisciplinary Team will now become known as the School Leadership Team, it will continue to meet every other Wednesday from 4 – 5pm. The building management team and the School Climate & Student Discipline Team will meet regularly with more fidelity next school year.

The Student Advisory Council has been solidified and those students have started meeting. They have elected officers, created their by-laws, and reviewed data from the Student Climate Survey. They also approved the School Learning Compact. The next task is to begin drafting a building wide Homework policy to share with the School Leadership Team.

We are still in the process of creating a School Community Council. We have reached out to members of the community who have agreed to participate. We are currently seeking out parents to participate. We will host a Partner in Education luncheon in August for recruitment purposes.

	Each team is creating an agenda and sign-in sheet, and taking minutes at every meeting.
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: McClellan High School Teachers have collaboration periods embedded into their daily schedules. Within this time period, subject and grade-level alike teachers have been working to build units of study and common formative assessments (CFAs) that include differentiation. The results of pre-and post-test data are being recorded and some work has gone into how to let these results drive instruction.	Current reality of effective practice: The teachers meet by content area and departments during their collaboration period. All departments are administering pre and posttests. The teachers still need assistance with data disaggregation, how that affects their lesson plans, and creating next steps. Student attendance is also an issue. It is not uncommon for 5 to 6 students in a class to miss pretest but be present for the posttest or vice versa. During the collaboration times we decided that if a student shows up for class after the pretest date the teacher is to immediately give it upon their return. For this reason our data is ever changing. We have also made plans to use our 1003a grant money to pay for select teachers to come in during the summer to create the content area pre and posttest for next school year before classes start.

IMO AREA 3: STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice from the beginning of the year:

The entire campus has worked on compliance with the tardy policy and hall pass policy. These are posted in every classroom and can be found throughout the building. Teachers are using the hall pass policy to safeguard instructional time. Teachers have worked individually and within their departments to establish routines and rituals that are assisting in cultivating the classroom atmosphere into one that holds learning as the standard.

Current reality of effective practice:

The teachers have implemented the hall pass policy with fidelity. Students are aware of the rituals and routines for being in the hallway. The tardy policy has been listed and is posted throughout the building; however, tardies and skipping still seem to be an issue for a small population of our students. This behavior is being addressed through an emergency removal process.

The principals have made sure that teachers have their classroom rules and rituals and routines posted in their rooms. Teachers have also started sending emails when they notice that a student is present at school but missing from their class. Mr. Anderson and the security team have also started doing afternoon roundups and addressing students who are either sitting out in front of the building or hanging out at the stadium instead of going to class.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: McClellan has a Title I compact that is utilized. There is a need for the compact to be more aligned with our current reality and the direction that we will take to improve our school.	Current reality of effective practice: The School Leadership Team, the building management team, and the staff worked together to draft a School Learning Compact that addressed the specific needs of our campus. The Learning Compact was then vetted to the newly created Student Advisory Council, who voted for it unanimously. The plan is to make the Learning Compact part of the check-in process during student registration in early August. The compact will also be shared with our Partners in Education during the Partners in Education luncheon in August. The Student Advisory Council is also beginning work on a school homework policy and a school handbook during their second meeting in May.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: We have yet to officially address this IMO. Currently, the counseling department works with students as they plan for college and military careers. The AVID Program works diligently with its students regarding college opportunities and selection. The SPED Department works with transition opportunities and programs for its students. Although these actions are taking place, there is not a truly articulated plan that addresses this IMO.	Current reality of effective practice: The Career Coach and the AVID Coordinator provide the students with the opportunity to visit different college campuses such as: University of Central Arkansas, University of Arkansas at Pine Bluff, the University of Arkansas at Little Rock, Philander Smith College, Pulaski Technical College, and Henderson State University. The Career and Technical Education (CTE) department also hosted a college fair on campus for the students as well. The CTE department also promotes the Jobs After Graduation program where students are connected with employers now and can request to leave school early to go to work. We also have a Marketing program with its own co-op that allows students to leave early to go work and receive real-world work experience. We have a functioning bank here on campus that functions during both lunches and the 9 th grade Economics students are encouraged to open an account. The counselors go through the English classes to provide the upper level students with a hard copy of the scholarship lists every 9 weeks. The students can come to the counselors to request copies of the applications.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Adopted a set of bylaws by which to be governed.
- Assigned roles to members of SLT.
- Assisted teachers in crafting a school learning compact for the 16-17 school year.
- Created a Student Advisory Council that meets twice a month for two hours.
- Starting recruiting parents to participate in the School Community Council.
- Used the Indicators in Action modules with some of the instructional teams.
- Continued (all teams) to create agendas, keep minutes and sign-in sheets for each meeting.
- Continue to have a collaboration period during the school day for instructional teams to meet.
- Worked diligently with the staff to create a School Learning Compact.
- Established a binder system for the Instructional Teams to keep all of their documents (sign-in sheets, agendas, minutes, and test data) on hand.

If anything, what do you intend to change or modify for the year?

- The Interdisciplinary team will be replaced by a school leadership team.
- The School Leadership Team will have fewer members; 10 max.
- We have members who had agreed to serve on the School Community Council for next school year.
- The Student Advisory Council will continue to meet and serve as ambassadors to the school.
- Start the year off with Indicators in Action Leadership modules for the Leadership Team.
- Use the Indicators in Action School Community Modules to train the School Community Council.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	230	243	235	230	37	20	9	4	9	12	14	19	27	40
10	198	209	202	205	28	10	8	4	2	6	9	17	28	25
11	187	186	162	160	31	7	3	0	1	0	7	6	19	14
12	176	179	166	167	20	7	0	0	0	0	5	6	10	5
Algebra I	153	171	193	196										
Geometr y	159	169	179	179										
Algebra II	137	137	143	140										

Comments/ Clarifications:

In looking at the data we notice a trend of absences growing throughout the school year. The 9th and 10th grade students seem to have more absences than any other grades. These students continue to struggle with making the transition to high school. On the middle school level students are only required to pass math, English, science or social studies to move forward while every class counts starting 9th grade because the students begin to earn credits. This process is a difficult shift for the students and they have a hard time understanding that they need to earn a certain amount of credits to be classified a 10th or 11th grader.

For the 4th quarter there were 36 students who received Out-of-School Suspensions. There were 84 students who were absent with no reason provided. Eighteen students were absent due to illness. Seventeen students checked out early. Ten students were absent due extenuating circumstances. Eleven students had medical appointments.

There were 14 referrals from 8 students for refusal to follow reasonable directives. Another thirty-one referrals for 16 students for repeated violations of Category I offenses. There were ten referrals for 7 students who had disorderly conduct. There were eight referrals for 5 students who cut class, six referrals for 4 students who were verbally abusive and/or using fighting words. Five students had referrals for being tardy. There were five referrals for 4 students who used profanity

towards a staff member. There was 1 referral for theft and 1 referral for breaking and entering. There were 3 referrals for Category 2 offenses, 1 for use/possession of drugs, 4 referrals for gambling and 2 for fighting.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ - / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ____ SMI ____ Test on __10__ / __15__ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on ____ / ____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ____ SRI ____ Test on __10__ / __15__ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
35.71	35.71	17.6 5	47.06			37				157	
0	14.29	50	50			45				105	
20	20	33.3 3	11.11							82	
14.29	57.14	33.3 3	33.33							75	

Comments/ Clarifications:

Teacher Absences – 42 days were for professional leave by 12 teachers, 62 sick days were used by 15 teachers, and 7 personal days were used by 6 teachers and 1 teacher was out for jury duty. These numbers include 8 ninth grade core teachers, 4 tenth grade core teachers, 1 eleventh grade teacher and two 12th grade core teachers. One teacher is retiring and used 15 sick days by themselves. The policy as it is currently written requires a teacher to take a ½ absence at minimum. Going forward next year next teachers will be able to take time off in hour increments to go to the doctor and come back to work rather than miss a ½ or whole day of work.

Students below grade level - No SMI or SRI testing were done at the end of the school year.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	170	230	93	110	119	136										
10	88	205	56	92	113	98										
11	0	160														
12	0	167														
Algebra I	153	196	83	80	92	112	169	177	25		371	303	83%	78%	80%	82 %
Geometry	81	179	54	90	104	90	180	163	0		343	162	51%	31%	54%	47 %
Algebra II	22	140	75	71	93	66	114	110	32		256	124			66%	48 %
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Algebra I – 9th grade – 51 students earned Ds and 53 students earned a F.

Geometry – 9th grade – 2 students earned Ds and 12 students earned a F.

Mathematics – 9th grade – 61 students earned Ds and 75 students earned a F.

Geometry – 10th grade – 36 students earned Ds and 40 students earned a F.

Mathematics – 10th grade – 48 students earned a D and 50 students earned Fs.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	98	230	62	68	58	50	14	159	0		173	146	77%	55%	48%	84%
10	28	205	39	59	26	34	70	0	0		70	60	91%	51%	44%	86%
11	0	160														
12	0	167														
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

9th grade English – 19 students earned a D and 31 students earned Fs.

10th grade English – 10 students earned a D and 24 students earned Fs.

The ACT Aspire and 11th grade ACT assessments were given all on line this year. This new testing protocol was a shift for our staff and listed as a barrier for completing the pre and posttests assessments for the 4th quarter.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*





ARKANSAS
DEPARTMENT
OF EDUCATION

District: Little Rock School District

School: Henderson Middle School

Status: Priority and Academic Distress

Site-based sis: Jimmy Smith, Jr.

EXTERNAL Provider: N/A

ADE School Improvement Specialist Team: Dr. Richard Wilde and Misty Pittman

Superintendent: Baker Kurrus

Principal: Frank Williams

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE
Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. The School Improvement Specialist will begin to send leadership meeting agendas via email to the team members in advance along with minutes from the previous meeting. Leadership minutes will be shared with the staff via email communication. Staff members are encouraged to ask questions, comment, and make suggestions, to the leadership team. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their

Current reality of effective practice:

The School Leadership Team consists of the building principal, one assistant principal, three instructional facilitators, one school improvement specialist, and five teachers. The leadership team meets twice a month at 4:00 P.M. for at least an hour to discuss continuous school improvement. Henderson Middle School staff members receive the leadership meeting minutes via email. Grade level instructional teams meet each Monday, Wednesday, and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The Leadership Team inconsistently looks at school performance data and aggregated classroom observation data. Some decisions made during the leadership meeting concern the general operation of the school and its continuous improvement

<p>common planning period. The leadership team has developed a structure to effectively utilize collaboration time to develop units of instruction, design and differentiate classroom lesson plans, design intervention strategies, guide implementation of the structure, and provide essential professional development for teachers.</p>	
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
Current reality of effective practice from the beginning of the year: <p>Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests will be used in English and Math classes to guide instruction. Science and Social Studies will also develop pre/posts tests to support instruction in core content areas. The Instructional Team reviews the results of the pre- and post-tests, and more</p>	Current reality of effective practice: <p>Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are developed during departmental collaborations. Results from pre/post tests are used to plan and differentiate units of instruction. All core content areas develop pre- and post-tests. The fine arts department is also developing pre- and post-tests during collaboration periods. The leadership team is active in summer professional development to utilize the results from the pre-/post-</p>

training is needed to differentiate instruction based on pre-and post-tests results.	test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.
IMO AREA 3: STUDENT SAFETY AND DISCIPLINE	
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)	
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).	
Current reality of effective practice from the beginning of the year: Teachers taught schoolwide and classroom rituals/routines and rules for the first 3 weeks of the school year. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses.	Current reality of effective practice: A discipline committee has been formed in an attempt to reduce category one infractions. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses. Some teachers consistently teach the rules and procedures while others are inconsistent in their reinforcement of classroom rules.
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	

Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: Henderson Middle School Learning compact has been developed for distribution to parents being served.	Current reality of effective practice: Henderson Middle School Learning compact has been developed for distribution to parents being served. The learning compact will be modified during the summer for redistribution for the 2016-2017 school year.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT
Effective Practice within Category: Post-Secondary School Options (VA01)
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

Current reality of effective practice:

N/A

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

1. Decision to implement math and literacy intervention
 - SRI and SMI data determined that these programs will benefit student growth
2. Resurrection of National Junior Honor Society and Beta Club
 - To meet the need of honoring students' academic success as well as promote peer tutoring within the building for 2016-2017 school year.
3. Formation of a discipline committee to be implemented during the 2016-2017 school year.
 - This will reinforce school wide ritual and routines as well as obtain buy in from stakeholders on the development of a new discipline policy.

If anything, what do you intend to change or modify for the year?

- Create a calendar of events to outline academic incentives as well as behavior incentives
- Create a calendar that outlines various data sources that the leadership team will review at leadership team meetings.
- Start of the leadership team meeting with an "ice breaker" or activity to create excitement about leadership meeting.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	275	270	257	258	40	28	0	2	4	3	18	15	25	26
7	226	234	239	240	37	19	3	6	11	8	13	26	50	39
8	275	271	265	271	45	32	6	9	10	5	22	30	46	44

Comments/ Clarifications:

Please see guiding questions document and include comments and clarifications pertaining to referrals and absences.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> <u>September / 2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ - _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> <u>September / 2015</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	14.29	21.43	7.14	50.00			102	136			167	133
7	16.67	41.67	16.67	33.33			154	161			54	107
8	9.09	36.36	18.18	27.27			88	158			79	111

Comments/ Clarifications:

Please see guiding questions document and include comments and clarifications pertaining to teacher absences and the number of students below grade level in Math and ELA.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	49	258	56	73	90	67	231	228	219		678	438	0	46.49	67.74	64.60
7	77	240	41	57	88	85	185	171	177		533	421	0	97.11	90.44	78.98
8	74	271	69	64	92	100	232	239	234		705	541	0	80.55	79.21	76.73
Example							100	90	95	N/A	285	57	20 %			

Comments/ Clarifications:

Please include comments pertaining to class grades versus unit test percentages.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	42	258	60	68	50	71	305	309	281		895	268	0	39.43	37.96	29.94
7	50	240	63	87	84	54	92	80	87		259	101	0	60.13	47.27	38.99
8	79	271	19	15	33	19	208	225	200		633	231	0	45.25	38.92	36.49
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Please include comments pertaining to class grades versus unit test percentages.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Interpretation of the 4th Quarter SRI Data, there were 249 sixth graders that were tested:

1. 13 students scored Advanced in the Year-End Proficiency Range for 6th Grade
2. 31 students scored Proficient in the Year-End Proficiency Range for 6th Grade
3. 72 students scored Basic in the Year-End Proficiency Range for 6th Grade
4. 133 students scored Below Basic in the Year-End Proficiency Range for 6th Grade

Interpretation of the 4th Quarter SRI Data, there were 222 seventh graders that were tested:

1. 14 students scored Advanced in the Year-End Proficiency Range for 7th Grade
2. 37 students scored Proficient in the Year-End Proficiency Range for 7th Grade
3. 64 students scored Basic in the Year-End Proficiency Range for 7th Grade
4. 107 students scored Below Basic in the Year-End Proficiency Range for 7th Grade

Interpretation of the 4th Quarter SRI Data, there were 281 eighth graders that were tested:

1. 24 students scored Advanced in the Year-End Proficiency Range for 8th Grade
2. 60 students scored Proficient in the Year-End Proficiency Range for 8th Grade
3. 86 students scored Basic in the Year-End Proficiency Range for 8th Grade
4. 111 students scored Below Basic in the Year-End Proficiency Range for 8th Grade

Interpretation of the 4th Quarter SMI Data, there were 293 sixth graders that were tested:

1. 201 of them completed the SMI assessment; 92 of them currently have an IT (Incomplete Test)
2. 2 students scored Advanced in the Year-End Proficiency Range for 6th Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 6th Grade
4. 46 students scored Basic in the Year-End Proficiency Range for 6th Grade
5. 136 students scored Below Basic in the Year-End Proficiency Range for 6th Grade

Interpretation of the 4th Quarter SMI Data, there were 257 seventh graders that were tested:

1. 222 of them completed the SMI assessment; 35 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 7th Grade
3. 17 students scored Proficient in the Year-End Proficiency Range for 7th Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 7th Grade
5. 161 students scored Below Basic in the Year-End Proficiency Range for 7th Grade

Interpretation of the 4th Quarter SMI Data, there were 205 eighth graders that were tested:

1. 119 of them completed the SMI assessment; 86 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 8th Grade
3. 9 students scored Proficient in the Year-End Proficiency Range for 8th Grade
4. 43 students scored Basic in the Year-End Proficiency Range for 8th Grade
5. 158 students scored Below Basic in the Year-End Proficiency Range for 8th Grade





ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT LITTLE ROCK SCHOOL DISTRICT

SCHOOL: BALE ELEMENTARY

STATUS: FOCUS YEAR 4

SITE-BASED SIS: NITA BOHANNON

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITTMAN AND SHARESE WHITE

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: DR. ERICKA MCCARROLL

End of Year Summary Report

FOURTH QUARTER

April-June

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE
Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:
ID01/ID04/ID07/ID08/ID10

Bale has consistently functioned with a mindset of teams since 2010. Bale teams are as followed: leadership team, instructional leadership team, instructional teams, Parent Teacher Associations, flexible management teams, and a student council. Leadership team meets once a month with agendas, instructional leadership team meets as needed with inconsistent agendas, instructional teams meet weekly with math and literacy facilitators and at least once a week with team with agendas, PTA meets sporadically with agendas, and student council meets as needed with the school counselor. All teams meet at least one hour. The leadership team is a conduit of communication among the campus.

Current reality of effective practice:
ID01/ID04/ID07/ID08/ID10

Bale's leadership team functions with by-laws, agendas, minutes, and meets twice a month. The instructional leadership team meets weekly and has set a goal to have agenda prepared prior to meeting and minutes taken at each meeting. School-wide implementation of turning in to principal weekly agendas and minutes has become a practice. Leadership looked at school performance data and data received from classroom observations at a minimum of 3 times this year. This is not the expectation that has been set before, however, the team knows this is an area for improvements in order to sustain and improve teaching and learning.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

IIB01: Instructional teams were not developing units based on curriculum standards. Instructional teams used district curriculum maps in ELA and Math to plan for instruction. The unit encompassed quarterly planning with no pre- or post in ELA during the 1st quarter. Unit alignment and pre-and pos assessment began during the 2nd quarter. Math curriculum map made it easier to align and began pre- and post assessments during the 1st quarter.

IIB04: Differentiation of instruction has been solely dependent upon DRA levels in ELA and Math, teacher discretion as needed based on teacher observations as well as interim assessments (i.e. SOAR, STAR)

IIB03: Instructional teams were not administering nor using the results of pre- and post- assessments to determine mastery.

IIB02, IIB05: Instructional teams were not using pre- and post- assessments to determine professional development focuses or adjustments to curriculum systematically.

Current reality of effective practice:

IIB01: Quarterly Pre/Post Unit Assessments comprised of a minimum of 2 learning segments and compiled by literacy facilitator; Math units were set to provide a pre- and post-assessments. Math transition was easier than ELA. Analyze data after each quarterly interim assessments in Math and ELA

IIB04: Flexible small groups were constructed based on Unit Assessments for re-teach and enrichment beginning in the late 2nd quarter and improvements continued throughout the year for ELA and Math.

IIB03: Beginning in the 2nd quarter SIS collaborated with the reading teacher to align units of study to curriculum in order to break units into learning segments for ELA. By the 3rd quarter, teacher leaders worked with SIS and reading teacher to accomplish this task. Instructional teams began to administer pre- and post-assessments more efficiently in the 2nd quarter and improved each quarter of identifying students who mastered focused skills.

IIB02, IIB05: By the end of the 2nd quarter, professional development was focused on the results of pre- and post- assessments. As identified by the leadership, teachers received professional development on guided reading, comprehension focus groups and questioning for high performance.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: IVA01: Currently, Bale has used an antiquated Title I compact that has been used in the school district in the past. Parents, students, and teachers out of compliance sign the document yearly.	Current reality of effective practice: IVA01: Assess our current Title I compact and compared it to Wise Ways suggestions for improvements. Parent involvement has been a priority for Bale this school year and will continue based on the school’s Targeted Improvement Plan.
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: N/A Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year:	Current reality of effective practice:

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The most meaningful decisions and actions made by the SLT this quarter (this year) would be the fact this team reflected a distributive leadership model. All members of the SLT took on some capacity of leadership authority. The team took ownership of their grade-levels or departments and had meaningful conversations around high expectations and the school's vision and mission. The team members led their grade-levels or departments to strive to reach excellence in teaching and learning. The team building exercises that took place from the beginning of the year and intermittently throughout the school year led to ownership. Research tells us that if team members take ownership the results are extraordinary.

If anything, what do you intend to change or modify for the year?

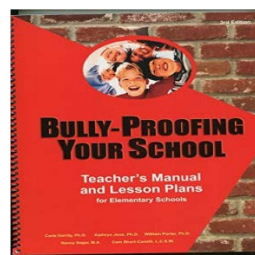
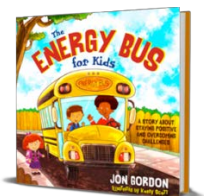
Next year's focus will be centered on the leadership team holding a higher-level of accountability through focus walks using the school's observation protocol and holding reflection meetings with grade-level teams and departments based on data from walks that will drive school-wide change towards continuous improvements.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

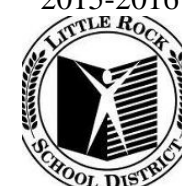
STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
3	36	48	49	46	3	5	0	1	0	0	0	0	0	0
4	41	50	52	52	5	5	0	3	0	0	0	0	0	0
5	32	55	54	53	3	14	0	2	0	0	0	0	0	0
SC 3-5	7	7	8	8	8	1	0	0	0	0	0	0	0	0

Comments/ Clarifications:



The Little Rock
School District
Student Handbook
2015-2016



Bale Elementary utilizes the first six weeks of school to focus on rituals and routines better known on campus as Camp Bobcat. This is revisited throughout the year as needed. During these vital weeks, staff engage students in school-wide procedures and expectations, classroom norms, procedures, and expectations, and every staff member takes on ownership to ensure that these rituals and routines are taught to students and applied by students. One particular routine that is included during Camp Bobcat is the Energy Bus. During this time of implementation, teachers and students use a picture

book and student handbook to delve deeper in building a school community that promotes positive energy and how to overcome challenges. During open house, parents are presented The Energy Bus and their role in supporting a positive school-wide culture and climate. Bale is a bully-free zone and staff and students are reminded of this during morning announcements that are student-led. Also, Bale has a school-wide discipline approach using Class Dojo to foster an amazing community of learners. Little Rock School District's policies are enforced and all stakeholders (building principal, staff, students, community partners, and parents) hold each other able.

Teachers are held to a high standard of communicating to parents and caregivers the importance of attending school daily. A few factors have contributed to Bale's outstanding student attendance. Creating a climate that ensures every child, every day have necessities to achieve at a level of proficiency and above set pathways to ensure students want to attend school daily. Processes such as providing breakfast to all students (Breakfast in the Classroom) and having passionate staff who promotes engaging lessons contribute to the outcome that can be noted in student attendance.

The process that occurs at Bale when a student may find it challenging to conform to "the Bobcat way" coined by students and staff include immediate attention by the teacher and then the principal. This is outlined in Bale's staff handbook. Immediately, the student is referred to the school's counselor and/or the Site Based Intervention Team. The proper protocol is then followed. Also, Bale has been fortunate to have on campus behavioral interventionists who support families during this process. However, the teacher is the first line of defense and because of effective two-way communication between school and home, student discipline is at a minimal and rarely occurs other than minor infractions that are handled by the classroom teacher. Bale has a supportive and visible principal and leadership team as well as staff who believes in a positive behavioral approach to discipline.

Yes, Bale's data is accurate and depicts the school climate and can be noted in Bale's continuous improvements in student achievement outcomes.

	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by STAR Enterprise Test on June 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by STAR Enterprise Test on June 2016		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
3 rd	50%	0%	0%	0%	6	5			13	12		
4 th	0%	0%	0%	50%	2	18			6	18		
5 th	0%	0%	0%	0%	16	12			24	20		
SC 3-5	0%	0%	0%	0%	N/A	N/A			N/A	N/A		

Comments/ Clarifications:

Fourth grade reflects personnel matters with one of two grade level teachers. A long-term substitute was in the class during half of third quarter and the entire fourth quarter.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	49	0	1	0	0	44	47	48		139	35	67.6%	17.0%	55.6%	25.1%
4	0	52	1	11	3	2	50	52	49		151	42	76.0%	26.2%	26.9%	27.8%
5	0	54	1	3	6	7	49	53	52		154	35	46.9%	18.0%	11.7%	22.7%
SC 3-5	0	8	0	0	0	0	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A
Total							143	152	149		444	112	63.5%	20.4%	31.4%	25.2%

Comments/ Clarifications:

Instructional teams analyze data following each unit assessments using goals set from STAR data to determine the following:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn? -re-teach (intervention)
- How will we respond if they already know it? -enrichment

Leadership team determined that questioning for higher performance was a professional development that would enhance current teaching strategies in order to promote positive student learning outcomes.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	49	0	0	0	0	45	45	45		135	40		66.7%	38.7%	29.6%
4	0	52	0	3	2	1	50	52	50		152	28		40.8%	32.4%	18.4%
5	0	54	0	1	5	8	52	53	52		157	30		40.0%	29.9%	19.1%
SC 3-5	0	8	0	0	0	0	N/A	N/A	N/A		N/A	N/A		N/A	N/A	N/A
Total							147	150	147		444	98		49.1%	33.6%	22.3%

Comments/ Clarifications:

Instructional teams analyze data following each unit assessments using goals set from STAR data to determine the following:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn? -re-teach (intervention)
- How will we respond if they already know it? -enrichment

Leadership team determined that questioning for higher performance was a professional development that would enhance current teaching strategies in order to promote positive student learning outcomes.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: CENTRAL HIGH
STATUS: YEAR 1 MET STANDARDS
SITE-BASED SIS: BARBARA STAFFORD
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: NANCY ROUSSEAU

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARESIA WHITE

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: <ol style="list-style-type: none"> 1. The LRCH ISFA (Insure Success for All) School Improvement Team is composed of the following: principal; math and literacy facilitators; math interventionist; reading specialist; guidance, social studies and special education/504 department heads; testing/ESL coordinator; Freshman Academy facilitator / science teacher and School Improvement coordinator/School Improvement Specialist (11 members). 2. The Department Head Leadership Team includes all department heads, division and specialty areas and all administrators (30 members). The team meets monthly and provides collaborative support to the ISFA team and school programs/management. 	Current reality of effective practice: Distributive leadership allows a “culture of candor” that is reflected in the outcomes of a team structure that includes all stakeholders. Teams, time and information are critical elements that assist with the focus on student growth through the process of continuous school improvement. Institutionalizing the team approach in district policy allows for continuity of effort throughout the district. Effective team process reflects pre and post organizational steps as well as operational focus during the meeting. The manager will collaboratively develop the agenda and any pre-work that needs to be accomplished, oversee roles (timekeeper, note-taker, etc.), manage and monitor the process including the distribution and maintenance of records, follow-up / next-step activities and initiate the cyclical process throughout the academic year. Meetings reflect

- | | |
|---|---|
| <p>3. The collaborative Department teams are structured around academic disciplines such as Fine Arts, English, math and so forth. The teams utilize backward design and other approaches to review and/or design curriculum, pacing guides, materials and instructional strategies within their disciplines. Team effectiveness is illustrated by student academic growth, program effectiveness, and parent/client satisfaction (perceptual data). Math Department uses department meetings to discuss curriculum/policy changes that pertain to all levels, analyze and discuss data findings, present on knowledge gained when members attend various professional development conferences, and share ideas that may be helpful in solving common roadblocks as they pertain to student learning.</p> <p>4. The math and literacy collaborative instructional teams through the instructional facilitators meet weekly to review data, analyze instruction and provide class-level modifications to address all students' needs. Math collaborative teams meet weekly when a common planning period is provided and use periodic meetings outside the school day when needed for content areas with no common planning. These meetings provide time to analyze data pertaining to pre/post testing, interim testing, and classroom assessments. Teachers discuss and share best practices and create /modify materials to better meet student needs based off previous experience with the content and the data gathered from various assessments.</p> <p>5. The PTSA is composed of the elected parent officers and a plethora of parent volunteers who provide financial and human resource support environmentally as well as academically to support the school's mission</p> | <p>continuous improvement initiatives throughout the year. An effective Leadership Team operates with 6-12 members including the principal, teacher leaders, and other staff as appropriate to the size and composition of the school. Reflecting shared leadership and teamwork, the team meets twice a month for two hours and has as its highest priority student achievement. The instructional leadership teams that meet twice a week for 45 minutes have shared students as its structural make-up. With this structure the instructional teams can provide on-going review of the students' performance across the disciplines. The interrelationship of these teams provides the opportunity for effective continuous school improvement.</p> <p>Leadership Team continues to meet bimonthly and still has a membership that is representative of the school. Department Head Leadership Team continues to meet and report out actions taken in each department, discuss any school-wide issues, and update each other on initiatives in specific departments.</p> <p>Math Department uses department meetings to discuss curriculum/policy changes that pertain to all levels, analyze and discuss data findings, present on knowledge gained when members attend various professional development conferences, and share ideas that may be helpful in solving common roadblocks as they pertain to student learning. Math collaborative teams meet weekly when a common planning period is provided and use periodic meetings outside the school day when needed for content areas with no common planning. These meetings provide time to analyze data pertaining to pre/post testing, interim testing, and classroom assessments. Teachers discuss and share best practices and create /modify materials to better meet student needs based off previous experience with the content and the</p> |
|---|---|

and goals. The parent association meets monthly alternating day and late afternoon meetings.

6. The district has modeled multiple team structures over time with more emphasis on job descriptions. There is a current focus to realign district structure to better support the local school level.
7. The distributive leadership model has allowed the school-based decisions to be transparent and able to respond efficiently to continuous school improvement initiatives.
8. LRCH ISFA (Insure Success for ALL) School Improvement Team has prepared and distributed agendas, and maintains notes (minutes) in a LRCH school-wide meetings notebook in the office of SIS Barbara Stafford.
9. LRCH Department Heads Leadership Team has prepared and distributed agendas, maintains notes (minutes) in a LRCH school-wide meetings notebook in the office of SIS Barbara Stafford.
10. LRCH Math collaborative instruction team has prepared and distributed agendas, maintains notes (minutes) in a LRCH math collaborative team notebook (Algebra I / Geometry) in the office of Math Facilitator Heather Jenkins. The math department continues to prepare and maintain agendas and houses them in a binder with the meeting notes and any relevant artifacts produced from collaborative team efforts. This binder is brought to all meetings as well as being accessible to all teachers on the team for reference. Duties like secretary and meeting leader rotate around each quarter. This provides all members with a way to ensure continuity in meetings so progress toward goals is ongoing.
11. LRCH English collaborative instruction team has

data gathered from various assessments.

The math department continues to prepare and maintain agendas and houses them in a binder with the meeting notes and any relevant artifacts produced from collaborative team efforts. This binder is brought to all meetings as well as being accessible to all teachers on the team for reference. Duties like secretary and meeting leader rotate around each quarter. This provides all members with a way to ensure continuity in meetings so progress toward goals is ongoing.

Math Instructional Facilitator and Math Interventionist continue to provide assistance with faculty meeting training when needed or when relevant training/knowledge is gained in their job duties that needs to be shared with the department as a whole.

The English department continues to prepare and maintain agendas and houses them in a binder with the meeting notes and any relevant artifacts produced from collaborative team efforts. This binder is brought to all meetings as well as being accessible to all teachers on the team for reference. This provides all members with a way to ensure continuity in meetings so progress toward goals is ongoing.

Literacy Instructional Facilitator continues to provide assistance with faculty meeting training when needed or when relevant training/knowledge is gained in their job duties that needs to be shared with the department as a whole.

The Special Education department continues to prepare and maintain agendas and houses them in a binder with the meeting notes and any relevant artifacts produced from collaborative team efforts. This binder is brought to all meetings as well as being accessible to all teachers on the team for reference.

All points to the left continue to be operational.

prepared and distributed agendas, maintains notes (minutes) in a LRCH literacy collaborative team notebook in the office (third floor) of Literacy Facilitator Brenda Bankston.

12. LRCH Special Education / 504 collaborative team has prepared and distributed agendas, maintains note (minutes) in a LRCH Special Education / 504 collaborative team notebook in the office (fifth floor) of Literacy Facilitator Brenda Bankston.

13. LRCH L-PAC team has prepared agendas and distributed, maintains notes (minutes) in a LRCH L-PAC notebook in the office of ESL Coordinator Heather Rainbolt.

14. The LRCH ISFA (Insure Success for All) School Improvement Team that meets twice a month is composed of the following: principal; math and literacy facilitators; math interventionist; reading specialist; guidance, social studies and special education/504 department heads; testing/ESL coordinator; Freshman Academy facilitator / science teacher and School Improvement coordinator/School Improvement Specialist (11 members). See response to #1?

15. The Department Head Leadership Team includes all department heads, division and specialty areas and all administrators (30 members). The team meets monthly just prior to the faculty meeting and provides collaborative support to the ISFA team and school programs/management.

16. The collaborative Department teams (11 teams) that occur subsequent to the department heads meetings are structured around academic disciplines such as Fine Arts, English, math and so forth. The teams utilize backward design and other approaches to review and/or

<p>design curriculum, pacing guides, materials and instructional strategies within their disciplines. Team effectiveness is illustrated by student academic growth, program effectiveness, and parent/client satisfaction (perceptual data).</p> <p>17. The Faculty meetings occur monthly on the first Tuesday of the month with a few calendar exceptions. Information that has moved through the previous structures is provided to the faculty along with pertinent professional development-focused presentations. Math Instructional Facilitator and Math Interventionist continue to provide assistance with faculty meeting training when needed or when relevant training/knowledge is gained in their job duties that needs to be shared with the department as a whole.</p> <p>18. The math and literacy collaborative instructional teams through the instructional facilitators meet weekly to review data, analyze instruction and provide class-level modifications to address all students' needs.</p>	
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the	

curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

1. LRCH Math Instructional Teams (Algebra I and Geometry) collaborate weekly to analyze data, create pre/posttests, and modify instruction for students not meeting with success and students needing more challenging instruction.
2. LRCH English Instructional Teams (grade 9-12) collaborate bi-monthly to analyze data, create pre/posttests, and modify instruction for students not meeting with success and students needing more challenging instruction
3. LRCH Special Education Literacy Instructional Team collaborates bi-monthly to analyze data, create pre/posttests, and modify instruction for students not meeting with success and students needing more challenging instruction. Pre/posttests meet individual student needs based on approved modifications and accommodations.
4. Meet formally with math instructional teams on a weekly basis to plan standards-aligned units of instruction.
5. Collaboratively develop and analyze math pre and posttests.
6. Meet formally with English instructional teams before school and on a monthly basis to plan standards-aligned units of instruction.
7. Collaboratively develop and analyze English pre and posttests.
8. Collaboratively develop and give English common semester exams.

Current reality of effective practice:

Effective team process reflects pre and post cycle:

- Teachers determine a topic for assessment.
- Items are selected in collaboration meetings and the pre/post test is created with emphasis on specific answers providing feedback about process and misconceptions.
- The pre/post test is administered.
- Pre-test items are disaggregated during collaboration to determine misconceptions.
- Teachers provide instruction on the specified topic.
- Posttest is administered.
- Posttest growth determined and data disaggregated.
- Re-teaching is provided if necessary.
- Process begins again for next instructional unit.

Teacher instructional teams decide, monitor and implement the school's instructional program. Data analysis is displayed throughout the school. Professional development, teacher mentoring and overall capacity building are integral to the teacher instructional team process. Inclusion areas (Special Education, ELL) are a part of the teams which include the principal in its structural membership. The horizontal teams (grade-level / subject oriented) utilize all resources to develop units of instruction around standards, objective descriptors, concepts, principles and skills as well as pre and post-tests. Differentiated materials are developed to address diversity. Teacher teams create, implement and critique the units as they are modeled in the classroom. (IIA01)

While the 3 week timeline given to us by the district was not conducive to in-depth exploration of certain aspects of the

pre/posttest cycle, the teachers were able to continue to conduct pre/post testing with their students and use data to drive instruction.

Math Facilitator and Math Interventionist continually facilitate meetings with collaborative teams and lead teachers facilitate meetings when neither is available. Teachers share and create/modify resources based on examination of data and student understanding of previous content. Units reflect the collaborative work of teachers and this is evident in the quality of materials and their alignment to standards.

The pre/posttest development continues to follow the cycle set at the beginning of the school year, with teachers deciding upon topics needed for student success with the content and creating quality questions and distracter choices to identify the specific misconception held by students. The depth of the discussions used to create the pre/posttests makes the data extremely valuable at knowing which topics the students are struggling with so teachers can plan future instruction in a timely manner.

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English instructional teams continue to meet before school and on a monthly basis to plan units of instruction and analyze data. Teachers plan new units based on data and refine others for continued improvement. PAP and AP teachers plan and assist in the development and support of

	<p>grade-level units. Grade-level teachers differentiate based on data and best practices.</p> <p>English teachers use monthly and before school planning to create and refine common semester exams. The semester exams and study guides for the semester exams are based on units taught during those grading periods. Teachers also use grade distribution reports to analyze data and backward design with the development of semester exams to better prepare students.</p>
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: <ol style="list-style-type: none"> <u>1.</u> The PTSA builds strong working relationships among parents and teachers in support of students (parent events, monthly newsletters, coordinating extensive programmatic volunteerism, etc.). <u>2.</u> Central maintains communication with parents through e-mail blasts, a PTSA site on the school’s website, first block communication through students, etc. <u>3.</u> The school encourages parental engagement through the Edline / Grade quick program to monitor their students’ grades where at least 2 grades per week are entered. (District policy, Edline activations, phone logs, e-mails.) <u>4.</u> The Parental Involvement facilitator coordinates the 	Current reality of effective practice: <p>“The school is most effective when the home does its part” provides the basis for the compact that embraces the stakeholders: the students, their teachers, the families of the students, the school’s staff and active volunteers. Parents’ active engagement in their student’s learning completes the circle of support. When all stakeholders support a common purpose through communication, education and interaction; the student, teacher and parent can support the comprehensive learning opportunities and social / emotional support provided their students.</p> <p>All points to the left continue to be operational</p>

distribution of Parent Information Packets during the August registration period. (Packets include information such as resources, organizational information, networking, etc.) (Anecdotal information, copy of packet, timeline in the CRATE)

5. Through the Parental Involvement facilitator the guidance department will sponsor a “Parents Make a Difference” night along with parent surveys as well as sponsoring additional activities (College Going Saturdays) that will be most beneficial in supporting students. (Activity agendas and sign-ins, counselor responsibilities list, guidance department agendas and sign-in sheets.)
6. Through the Parental Involvement facilitator, the school provides a Parent Center where parents can come and feel welcome, have a sense of belonging and be reassured that their ideas, concerns and other opinions are valued. (Parent Center, parental anecdotal interviews)
7. Central High provides parents multiple avenues of awareness for volunteer opportunities (volunteer resource book, main office sign-ups, PTSA e-mail blasts, etc.).
8. Central High provides a user-friendly website that communicates information about activities, events, Edline, tutoring, etc. (www.lrcentralhigh.net)
9. Central High advertises through multiple mediums school meetings, events and activities in which parents can become involved (Freshman Academy and Orientation, Open House, Parent Night, Open Enrollment, PTSA meetings, etc.). (Agendas, sign-in sheets and district advertisement)
10. Central through the district continues to partner with

the National Network of Partnership Schools (NNPS) to organize and sustain excellent programs of family and community involvement that can positively affect student achievement (6 KEYS). (District TITLE 1 CRATE submissions, agendas, minutes, advertisements, e-mails)

11. Central through the Parental Involvement facilitator and the School-based Intervention Team (SBIT) utilizes the designed school-based strategies that consist of 4 phases of the Response to Intervention approach to design measurable intervention plans to target students' decision-making skills. (SBIT minutes, intervention plans, anecdotal information)

12. LRCHS's Action Team for Partnership (ATP) continues to develop a one year action plan of school, family, and community involvement. The team consists of parents, teachers, administrators, and parent liaisons that are committed to creating a positive climate of family-school partnerships while helping to increase student achievement and success in school. The team sets goals and identifies family involvement activities that support LRCHS's ASCIP Indistar plan.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals. ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: Each grade receives information and hands-on opportunity to receive guidance to prepare them for college/career readiness. <ul style="list-style-type: none"> • Students 10-12 took the Kuder Interest Inventory in the 9th grade. Current 9th graders will be given the inventory by our career coach in the spring. • Job Shadowing Day will occur in February. • Career speakers from varied fields are invited to speak to teachers at least 5 times a year. • Career Coach was hired to work with students on career paths and workplace readiness. • Career Center will be fully available to students by the end of the semester. • Counselors complete a 4 year plan on each student that includes current classes and future career goals. Plans are updated twice a year. • Counselors go into the classroom at least twice a year for grade level meetings. • College admission officers from colleges across the country speak to our students about college. Juniors and seniors are invited to attend. • Central students are strongly encouraged to attend the 	Current reality of effective practice: When this objective is fully met then all students will have a plan for post-secondary aspirations. They will know how to implement their plan and who to contact to put the plan in motion. We will use sign-up sheets, four year plans, announcements and reports to prove that all of the tasks have been completed. All points to the left continue to be operational

LRSD College Fair held in September. It is open to 9-12th graders and financial aid workshops are available.

- **Seniors meet with their counselors in small groups in the month of September. College, military and work is discussed as options after graduation. A senior handbook is given to each senior so that they have all the information they need to make post-secondary options.**
- **College Goal Saturday will be provided on October 17, 2015 and November 14, 2015. Students will be given assistance to complete college admission scholarship applications.**
- **Students with an ACT score of 16-18 are placed in Math readiness and Literacy courses to help improve their ACT score and therefore their college acceptance.**
- **Seniors complete a Senior Survey at the end of the year.**
- **Guidance secretary contacts parents of seniors after August 1 to confirm that the seniors are attending the college that they listed on the survey.**
- **Guidance plan is housed in the guidance suite.**

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

We decided after feedback from the ADE to add members to better represent the school. The added members brought a science, social studies, and special education representative to the table. The science representative is also our Freshmen Academy leader and brought some unique and valuable insights to our discussions regarding things like Freshman transition.

We made a decision to incorporate some transitional and organizational curriculum into our communications classes and extend their application to all Freshmen teachers where it applies to their specific department. This was brought about after feedback from teachers about our Freshmen class and things they were prepared to handle in high school. Also, our survey results indicated parents felt this was important as well.

The Leadership Team has been bombarded with reports this year. In an effort to create more streamlined systems, the LT is looking to build capacity in teachers to report data in timely fashion and add commentary and reflection of practices as the reporting is done. The LT has worked together to build templates for data reporting and disaggregation so we can better prioritize tasks.

Several initiatives were combined to create the Tiger Academy (inclusive, comprehensive pre-school initiative with bridge activities in the core classes), TASC (Tiger Academic Support Center provides afternoon tutoring / support in the core classes and occasional other areas), and grade-level meetings per semester (provides focus/clarity on grade-level, topic pertinent content / conduct).

If anything, what do you intend to change or modify for the year?

We have plans to make PLCs more effective and conducive to teacher growth goals after select members of the leadership team attended a conference regarding this topic.

We plan to look at new ways to track data on various programs like TASC to help us understand how to make them most effective for our neediest population and to facilitate better communication between the school and students and parents.

In Literacy, we will create a system of RTI and modify our instruction to include Orton-Gillingham, a research-based curriculum for students who have been diagnosed with dyslexia. We will also modify our delivery of literacy intervention services to target TAGG students. We will keep closer tabs on this population in an effort to progress monitor results.

Google calendars will be developed to create more transparency / accountability.

Determine and incorporate the new superintendent's initiatives.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1 st 10. 12.15	2 nd 12.18. 15	3 rd 3.18. 16	4 th 6.2. 16			1st	2nd	3rd	4th	1st	2nd	3rd	4th
09	594	578	564	564	31	16	26	12	23	11	25	20	33	19
10	607	595	590	577	38	23	20	4	19	6	21	16	25	20
11	650	644	635	635	26	27	12	7	7	1	11	11	39	20
12	590	584	560	557	26	16	13	5	11	0	12	13	21	9
Alg I	385	390	397	398										
Geom	485	490	498	501										

Comments/ Clarifications:

Please see chart below further disaggregating the student absences. 79% of student absences are non-disciplinary in nature (CO, CV, DF, EC, ER, IL, and JC) involving 153 out of 2400+ students.

LEADERSHIP TEAM REPORT CONTINUED

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of ELEMENTARY students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/____ (Date)		Number of SECONDARY students that are 3 or more years below grade placement in Math as determined by Explore, Plan, ACT* (Month Determined) Fall, 2015		Number of ELEMENTARY students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/____ (Date)		Number of SECONDARY students that are 3 or more years below grade placement in ELA as determined by <u>READING</u> <u>TEST*</u> on <u>Aug/Sept</u> / <u>2015</u> (Date) <u>March-May</u> / <u>2016</u> (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter*	1st Quarter	4th Quarter	1st Quarter	4th Quarter
11.11	18.52	58.33	41.67			235				9 th - 107	9 th - 84
10.00	15.00	28.57	28.57			n/a				10 th - 172	10 th - 119
3.45	10.34	26.67	33.33			201				11 th - 148	11 th - 111
6.25	18.75	37.50	37.50			121				12 th - 195	12 th - 67

Comments/ Clarifications:

Please see chart below further disaggregating the teacher absences. 43% of teachers' fourth quarter absences (40% of the teachers) is school-related (professional development: training, coaching academic and sports, etc.).

Data was obtained from Read Theory assessment. Read Theory tests a student's ability to reason and think critically. Students begin the test at grade level 3, and each question moves students a grade level up or down according to their answers.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3-10

Grade Level Or Course (high school)	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016 (Last date:1.12.16)				Number of post-unit assessments for the current quarter				Total number of post-unit assessments for each course (A)	Total number of post-unit assessments with a D or F in Math (B)	Percent of post-unit tests with a D or F in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
Algebra 1	110	398	91	105	118	86	300	324			624	219		42%	41%	35%
Geometry	212	501	150	130	141	156	513	493			1006	368		36%	37%	36%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Algebra I unit 2 test – due to scheduling and implementing 2 soar test in one quarter, one teacher used a quiz for unit two and tested content for unit 2 and 3 together. This accounts for the discrepancy in the unit 2 numbers as compared to unit 1 and unit 3.

Geometry enrollment numbers do not match the number of students that were given unit test. We used grade books to count the actual number of unit tests given, student moves may account for the change in numbers.

Algebra I and Geometry classes have 9th, 10th and 11th grade students. According to the district report 93 of our 9th, 10th and 11th students have more than 10 absences during this quarter.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3-10

Grade Level or Course (high school)	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016 (Last date:1.12.16)				Number of post-unit assessments for the current quarter				Total number of post-unit assessments for each course	Total number post-unit assessments with a D or F in ELA	Percent of post-unit tests with a D or F in ELA (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	180	585	160	190	134	163	562	555			1117	265		39	40	23
10	174	602	122	139	58	64	548	540			1088	515		33	37	47
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- Most unit assessments for English during Quarter 4 assessed some sort of written response (essays, short responses, approach papers, etc.). Students spent the majority of this quarter in literature circles to demonstrate literacy skills in an independent manner, while at the same time working in small groups. Students at the 9th grade level had a much lower failure rate (20%) than those in 10th grade, which had a 47% failure rate. Teachers will use this data to have conversations about units taught and how to support students next year. Collaborative teams will use this data, along with grade distributions from the semester exams to evaluate effective and ineffective practices.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

Supporting Data: Please see below.

School Leadership Team Report*		
001 - CENTRAL HIGH SCHOOL		
Quarter 4		
Student Absences		
<u>SCHOOL TOTALS</u>	<u>Instances</u>	<u>Students</u>
CO - CHECKED OUT EARLY	10.5	13
CV - COLLEGE VISITATION	1.0	1
DF - DEATH IN FAMILY	8.0	3
EC - EXTENUATING CIRCUMSTANCES	75.5	23
ER - EMERGENCY REMOVAL	33.0	12
IL - PERSONAL ILLNESS	177.5	41
JC - JUVENILE COURT	1.0	1
MD - MEDICAL/DENTAL APPOINTMENT	208.5	24
NO REASON PROVIDED	249.0	48
<u>SU – SUSPENSION</u>	<u>303.5</u>	<u>29</u>
TOTALS	1067.5	195

School Leadership Team Report*		
001 - CENTRAL		
Quarter 4		
Teacher Absences		
<u>SCHOOL TOTALS</u>	<u>Instances</u>	<u>Teachers</u>
JURY	1.0	1
PERSONAL	6.0	4
PROF	101.0	25
<u>SICK</u>	<u>128.5</u>	<u>29</u>
TOTALS	236.5	59

The School Improvement Team will continue to review this data to determine possible interventions.

Pre/Post Data – Central has worked hard to build a more in-depth analysis and reflection for pre/post assessments. Some teachers have adapted while others still have work to do. We have added those questions on our template so as teachers submit data, they are able to provide feedback and reflection about specific pre/post cycles. Questions listed below:

- Analysis:** What did pre-test data show that changed or informed instruction before posttest?
- Analysis:** How will pre/post cycle affect teaching practice or unit planning? (Please respond per post-test. Example Post Test One: ...)
- Key Supports / Activities:** Teacher would like to have to assist with this teaching area of study.
- Professional Development:** Would assist with this teaching area of study.

LRCH Math Pre/Post-test Quarterly Reporting Form 2015 - 2016									
4 th Quarter: non-linear graphs									
School: Central High		Due: May 31, 2016							

	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss	Analysis: What did pre-test data show that changed or informed instruction before post- test?	Analysis: How will pre/post cycle affect teaching practice or unit planning? (Please respond per post-test. Example Post Test One: ...)	Key Supports / Activities: Teacher would like to have to assist with this teaching area of study.	Professional Development: Would assist with this teaching area of study.
	Alg 1 DBL	B4	Q4/ Unit 2	15	73.0%	16	88.0%	15.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher."	materials

	Pre Ap Alg 1	A2	Q4/ Unit 2	19	82.0%	19	98.0%	16.00%	PAP students were very successful on the pre-test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous data.	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep
	Pre Ap Alg 1	A3	Q4/ Unit 2	22	81.0%	22	92.0%	11.00%	PAP students were very successful on the pre-test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous data.	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep
	Pre Ap Alg 1	B1	Q4/ Unit 2	19	80.0%	19	99.0%	19.00%	PAP students were very successful on the pre-test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous data.	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep
	Alg 1 DBL	A1	Q4/ Unit 2	18	71.0%	18	84.0%	13.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms	NCTM Illuminations activity "egg launcher"	materials

										of quadratic equations.		
	Alg 1 DBL	A2	Q4/ Unit 2	20	70.0%	20	86.0%	16.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	materials
	Pre Ap Alg 1	A4	Q4/ Unit 2	22	82.0%	22	94.0%	12.00%	PAP students were very successful on the pretest, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous data.	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep
	Pre Ap Alg 1	B3	Q4/ Unit 2	23	81.0%	23	98.0%	17.00%	PAP students were very successful on the pre- test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep

									data.			
	Alg 1 DBL	A1	Q4/ Unit 2	14	72.0%	14	88.0%	16.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	materials
	Alg 1 DBL	A2	Q4/ Unit 2	15	67.0%	14	82.0%	15.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	materials

										Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	
	Alg 1 DBL	A2	Q4/ Unit 2	18	75.0%	18	84.5%	9.50%					materials
										Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	
	Alg 1 DBL	A4	Q4/ Unit 2	17	72.0%	18	84.0%	12.00%					materials
	Pre Ap Alg 1	A1	Q4/ Unit 2	23	81.0%	23	99.0%	18.00%		PAP students were very successful on the pre-test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep

									data.			
	Pre Ap Alg 1	B1	Q4/ Unit 2	26	80.0%	26	92.0%	12.00%	PAP students were very successful on the pre-test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous data.	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/pr ep
	Alg 1 DBL	A1	Q4/ Unit 2	17	71.0%	17	87.0%	16.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher "	materials
	Alg 1 DBL	A2	Q4/ Unit 2	16	70.0%	15	88.0%	18.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from	NCTM Illuminations activity "egg launcher "	materials

										NCTM illuminations to review different forms of quadratic equations.		
	Alg 1 DBL	A3	Q4/ Unit 2	14	72.0%	15	89.0%	17.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	materials
	Pre Ap Alg 1	A1	Q4/ Unit 2	20	83.0%	19	93.0%	10.00%	PAP students were very successful on the pre-test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous data.	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep
	Pre Ap Alg 1	B3	Q4/ Unit 2	22	79.0%	21	97.0%	18.00%	PAP students were very successful on the pre-test, it was decided that we would do some work on vocabulary and multiple representations to include discussions about discrete and continuous	The timing of the unit will be shortened substantially.	Card sort from MDC on Non-linear graphs	materials/prep

									data.			
	Alg 1 DBL	A1	Q4/ Unit 2	18	72.0%	18	92.0%	20.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	materials
	Alg 1 DBL	A2	Q4/ Unit 2	20	71.0%	18	81.0%	10.00%	Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	materials

										Students had a strong understanding of the different types of non-linear graphs. Not as much time as previously planned will be spent on this unit. We will focus mainly on vocabulary and multiple representations.	The timing of the unit will be shorted than previously planned. We will use the egg launcher activity from NCTM illuminations to review different forms of quadratic equations.	NCTM Illuminations activity "egg launcher"	materials
Alg 1 DBL	A3	Q4/ Unit 2	21	73.0%	20	89.0%	16.00%						

LRCH Math Pre/Post-test Quarterly Reporting Form 2015 - 2016

4th Quarter: Statics

School: Central High				Due: May 31, 2016							
Grade & Subject /Course	Period	Quarter /Unit Test Number	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post- Test Average Score	Gain/Loss	Analysis: What did pre- test data show that changed or informed instruction before post- test?	Analysis: How will pre/post cycle affect teaching practice or unit planning?(Ple ase respond per post-test. Example Post Test One: ...)	Key Supports / Activitie s: Teacher would like to have to assist with this teaching area of study.	Professional Developme nt: Would assist with this teaching area of study.
Alg 1 DBL	B4	Q4/Unit 1	15	33.0%	16	72.0%	39.00 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminatio ns activity "walking to the movies."	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.			
Pre Ap Alg 1	A2	Q4/Unit 1	19	42.3%	19	88.0%	45.70 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps between that and identifying specific data given a graph plot or other visual representation.	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Pre Ap Alg 1	A3	Q4/Unit 1	22	42.0%	22	84.4%	42.40 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps between that and identifying specific data given a graph	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								plot or other visual representation.			
Pre Ap Alg 1	B1	Q4/Unit 1	19	42.5%	19	86.0%	43.50 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps between that and identifying specific data given a graph plot or other visual representation.	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Alg 1 DBL	A1	Q4/Unit 1	18	35.0%	18	70.0%	35.00 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								discussions on bias, which we will not have to focus so much on for this quarter.			
Alg 1 DBL	A2	Q4/Unit 1	20	34.0%	20	71.0%	37.00 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Pre Ap Alg 1	A4	Q4/Unit 1	22	43.0%	22	91.4%	48.40 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								between that and identifying specific data given a graph plot or other visual representation.			
Pre Ap Alg 1	B3	Q4/Unit 1	23	43.4%	23	93.2%	49.80 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps between that and identifying specific data given a graph plot or other visual representation.	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Alg 1 DBL	A1	Q4/Unit 1	14	34.3%	14	72.0%	37.70 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								discussions on bias, which we will not have to focus so much on for this quarter.			
Alg 1 DBL	A2	Q4/Unit 1	15	33.7%	14	76.0%	42.30 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Alg 1 DBL	A2	Q4/Unit 1	18	36.0%	18	76.2%	40.20 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.			
Alg 1 DBL	A4	Q4/Unit 1	17	36.0%	18	77.0%	41.00 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Pre Ap Alg 1	A1	Q4/Unit 1	23	44.2%	23	93.0%	48.80 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the

								show huge gaps between that and identifying specific data given a graph plot or other visual representation.			data.
Pre Ap Alg 1	B1	Q4/Unit 1	26	44.0%	26	93.0%	49.00 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps between that and identifying specific data given a graph plot or other visual representation.	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Alg 1 DBL	A1	Q4/Unit 1	17	35.4%	17	70.0%	34.60 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								discussions on bias, which we will not have to focus so much on for this quarter.			
Alg 1 DBL	A2	Q4/Unit 1	16	33.2%	15	72.0%	38.80 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Alg 1 DBL	A3	Q4/Unit 1	14	29.0%	15	72.0%	43.00 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.			
Pre Ap Alg 1	A1	Q4/Unit 1	20	44.6%	19	92.3%	47.70 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps between that and identifying specific data given a graph plot or other visual representation.	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Pre Ap Alg 1	B3	Q4/Unit 1	22	45.0%	21	93.0%	48.00 %	PAP students had a strong background with identifying and locating the measures of central tendencies, and various other single variable statics. They did show huge gaps between that and identifying specific	We will start this unit off with an activity that has students pulling data from a graph rather than putting the data in the graph.	NCTM illuminations "growth rate" activity	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								data given a graph plot or other visual representation.			
Alg 1 DBL	A1	Q4/Unit 1	18	32.0%	18	77.0%	45.00 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.
Alg 1 DBL	A2	Q4/Unit 1	20	32.6%	18	76.0%	43.40 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

								statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.			
Alg 1 DBL	A3	Q4/Unit 1	21	31.4%	20	76.0%	44.60 %	We expected students to have a better understanding and a higher competency level with measures of central tendencies. We will have to focus more on single variable statics that we have in the past. We did have great discussions on bias, which we will not have to focus so much on for this quarter.	We have allowed for some activities that will allow students to see the data in action and make inferences based on what they observe.	Human scatter plot activity, and NCTM Illuminations activity "walking to the movies"	MIF/MI model the lesson in class and then co-teach. Special focus is given to using correct vocabulary to describe the data.

LRCH Math Pre/Post-test Quarterly Reporting Form 2015 - 2016												
4th Quarter: Circles												
School: Central High					Due: May 31, 2016							
	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss	Analysis: What did pre-test data show that changed or informed instruction before post- test?	Analysis: How will pre/post cycle affect teaching practice or unit planning?(Please respond per post-test. Example Post Test One: ...)	Key Supports / Activities: Teacher would like to have to assist with this teaching area of study.	Professional Development: Would assist with this teaching area of study.
	Pre-AP Geometry	A1	Q4/Unit8	19	32.0%	19	62.3%	30.30%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	mini lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students	TPT activity on Central and inscribed angles, matching	MIF and Interventionist work closely with students that are still struggling.

										will use matching cards to correlate properties of each type of angle.	game on properties of angles (circles).	
	Pre-AP Geometry	A2	Q4/Unit8	14	34.3%	14	61.0%	26.70%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribed angles and recognizing the properties associated with each.	mini lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.
	Pre-AP Geometry	A3	Q4/Unit8	16	33.0%	15	67.0%	34.00%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribed angles and recognizing the properties associated with each.	mini lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.

										angle.		
	Pre-AP Geometry	B1	Q4/Unit8	14	32.0%	13	68.5%	36.50%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	mini lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.
	Geometry	B2	Q4/Unit8	20	23.0%	20	46.4%	23.40%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.

										parts to formulas associated with circles.		
	Geometry	B4	Q4/Unit8	19	21.0%	18	48.7%	27.70%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these parts to formulas associated with circles.	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.
	Pre-AP Geometry	A2	Q4/Unit8	15	34.2%	15	72.3%	38.10%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribed angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use	TPT activity on Central and inscribed angles, matching game on	MIF and Interventionist work closely with students that are still struggling.

										matching cards to correlate properties of each type of angle.	properties of angles (circles).	
	Pre-AP Geometry	B2	Q4/Unit8	17	36.3%	17	74.6%	38.30%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribed angles and recognizing the properties associated with each.	mini lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling
	Geometry	A2	Q4/Unit8	21	21.0%	21	49.5%	28.50%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.

										parts to formulas associated with circles.		
	Geometry	A4	Q4/Unit8	18	22.0%	16	48.0%	26.00%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these parts to formulas associated with circles.	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.
	Geometry	B2	Q4/Unit8	20	21.0%	18	51.0%	30.00%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.

										extended activity will be used in stations relating these parts to formulas associated with circles.		
	Pre-AP Geometry	A3	Q4/Unit8	22	33.6%	22	78.6%	45.00%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Min-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles; students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.
	Pre-AP Geometry	B1	Q4/Unit8	18	32.1%	17	79.5%	47.40%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of	TPT activity on Central and inscribed angles, matching game on properties of angles	MIF and Interventionist work closely with students that are still struggling.

										each type of angle.	(circles).	
	Pre-AP Geometry	B4	Q4/Unit8	21	31.8%	20	78.0%	46.20%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.
	Pre-AP Geometry	A1	Q4/Unit8	23	34.2%	21	75.0%	40.80%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling

										angle.		
	Pre-AP Geometry	B1	Q4/Unit8	17	31.8%	15	75.6%	43.80%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.
	Pre-AP Geometry	B2	Q4/Unit8	20	33.2%	18	76.3%	43.10%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.

										angle.		
	Pre-AP Geometry	B4	Q4/Unit8	23	36.4%	21	77.8%	41.40%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.
	Geometry	A3	Q4/Unit8	20	23.7%	20	49.8%	26.10%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.

										parts to formulas associated with circles.		
	Geometry	A4	Q4/Unit8	18	22.8%	18	47.0%	24.20%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these parts to formulas associated with circles.	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.
	10/Geometry	A1	Q4/Unit8	17	23.6%	18	48.7%	25.10%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric toolkit to reinforce the parts of circles and their properties. An	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.

										extended activity will be used in stations relating these parts to formulas associated with circles.		
	10/Geometry	B1	Q4/Unit8	15	23.1%	15	52.0%	28.90%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these parts to formulas associated with circles.	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.
	Geometry	A1	Q4/Unit8	17	21.2%	17	51.0%	29.80%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.

										extended activity will be used in stations relating these parts to formulas associated with circles.		
	Geometry	B3	Q4/Unit8	18	23.1%	17	53.0%	29.90%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric thinking toolkit to reinforce the parts of circles and their properties. An extended activity will be used in stations relating these parts to formulas associated with circles.	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.
	Geometry	B4	Q4/Unit8	18	22.3%	18	51.0%	28.70%	Regular students had difficulty identifying parts of circles and recalling basic formulas associated with the area and determining circumference.	Yarn and straw activity was used from the Geometric toolkit to reinforce the parts of circles and their properties. An	Geometric thinking toolkit.	MIF and Interventionist work closely with students that are still struggling.

										extended activity will be used in stations relating these parts to formulas associated with circles.		
	Pre-AP Geometry	A2	Q4/Unit8	23	33.4%	22	79.0%	45.60%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.
	Pre-AP Geometry	A4	Q4/Unit8	20	32.2%	20	78.5%	46.30%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of	TPT activity on Central and inscribed angles, matching game on properties of angles	MIF and Interventionist work closely with students that are still struggling.

										each type of angle.	(circles).	
	Pre-AP Geometry	B1	Q4/Unit8	23	33.5%	21	78.7%	45.20%	Pap students were knowledgeable regarding the circle formulas and parts, students had difficulty identifying central and inscribe angles and recognizing the properties associated with each.	Mini-lessons and bell ringers will be used along with a TPT activity on central and inscribed angles, students will use matching cards to correlate properties of each type of angle.	TPT activity on Central and inscribed angles, matching game on properties of angles (circles).	MIF and Interventionist work closely with students that are still struggling.

LRCH Math Pre/Post-test Quarterly Reporting Form 2015 - 2016											
4 th Quarter: Volume/Surface Area											
School: Central High				Due: May 31, 2016							
Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss	Analysis: What did pre-test data show that changed or informed instruction before post test?	Analysis: How will pre/post cycle affect teaching practice or unit planning?(Please respond per post-test. Example Post Test One: ...)	Key Supports / Activities: Teacher would like to have to assist with this teaching area of study.	Professional Development: Would assist with this teaching area of study.
Pre-AP Geometry	A1	Q4/ Unit9	19	63.2%	19	86.4%	23.20%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.

Geometry	A 1	Q4/ Unit9	17	43.8%	17	78.0%	34.20%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Geometry	B 3	Q4/ Unit9	17	45.2%	17	72.0%	26.80%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Geometry	B 4	Q4/ Unit9	19	46.5%	18	74.0%	27.50%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	A 2	Q4/ Unit9	22	67.3%	22	90.0%	22.70%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.

Pre-AP Geometry	A 4	Q4/ Unit9	21	61.2%	20	89.0%	27.80%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	B 1	Q4/ Unit9	21	70.4%	21	92.0%	21.60%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
10/Geometry	A1	Q4/ Unit9	17	46.5%	17	77.4%	30.90%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.

10/Geometry	B1	Q4/ Unit9	16	47.0%	15	78.0%	31.00%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	A2	Q4/ Unit9	15	68.9%	15	92.0%	23.10%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	B2	Q4/ Unit9	17	65.0%	16	94.6%	29.60%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discovery with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.

Geometry	A2	Q4/ Unit9	20	46.0%	21	79.0%	33.00%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Geometry	A4	Q4/ Unit9	17	47.0%	16	80.0%	33.00%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Geometry	B2	Q4/ Unit9	19	46.0%	18	77.0%	31.00%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	A3	Q4/ Unit9	21	70.0%	22	90.0%	20.00%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids	MIF/MI provide support during lessons.

Pre-AP Geometry	B1	Q4/ Unit9	18	68.0%	18	92.0%	24.00%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	B4	Q4/ Unit9	21	68.0%	21	94.0%	26.00%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Geometry	B2	Q4/ Unit9	20	47.8%	19	70.5%	22.70%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.

Geometry	B4	Q4/ Unit9	18	44.2%	18	76.3%	32.10%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	A1	Q4/ Unit9	19	63.2%	19	86.4%	23.20%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	A2	Q4/ Unit9	14	66.5%	13	89.2%	22.70%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.

Pre-AP Geometry	A3	Q4/ Unit9	16	67.0%	14	88.1%	21.10%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	B1	Q4/ Unit9	14	68.4%	13	90.0%	21.60%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Geometry	A3	Q4/ Unit9	20	43.0%	19	76.3%	33.30%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems.	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	Geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.

Geometry	A4	Q4/ Unit9	18	45.2%	16	74.8%	29.60%	Students had difficulty setting up the formulas and relating the complex formulas to combinations of simpler formulas. More work with equations and cubing/cube roots for real world problems	Surface area and Volume activity from the Geometric Thinking Toolkit to bring in connections from 2d formulas to 3d formulas.	geometric thinking toolkit, geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	A1	Q4/ Unit9	23	69.3%	22	93.4%	24.10%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	B1	Q4/ Unit9	17	68.7%	17	96.2%	27.50%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discovery with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.

Pre-AP Geometry	B2	Q4/ Unit9	20	72.3%	20	97.0%	24.70%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.
Pre-AP Geometry	B4	Q4/ Unit9	23	70.0%	22	92.0%	22.00%	Students had strengths in the area of using the formulas, but not deriving or identifying the origins of the formulas. Students struggled with finding lengths given the volumes or surface areas.	We will work on solving equations and setting them up properly to locate a side length from the image given a volume and partial lengths. We will use a TPT activity for more discoveries with the formulas using the geo model solids.	TPT volume/surface area activity with geo model solids.	MIF/MI provide support during lessons.

Pre/Post Data Expanded Chart* – Central has worked hard to build a more in-depth analysis and reflection for pre/post assessments. Some teachers have adapted while others still have work to do. We have added those questions on our template so as teachers submit data, they are able to provide feedback and reflection about specific pre/post cycles.

Questions listed below:

- **Analysis: What did pre-test data show that changed or informed instruction before post-test?**
- **Analysis: How will pre/post cycle affect teaching practice or unit planning? (Please respond per post-test. Example Post Test One: ...)**
- **Key Supports / Activities: Teacher would like to have to assist with this teaching area of study.**
- **Professional Development: Would assist with this teaching area of study.**

Literacy	Pre-Test Average	Post Test Average
Quarter 4 (1)	80%	86%
Quarter 4 (2)	80%	90%

***Several teachers provided no commentary. We will need to work more diligently with the Instructional teams next year to get this done on a more consistent basis. The teachers who provided the information did a wonderful job. This will be a non-negotiable process next school year but it has taken some time to get this practice moving in the right direction. Our summer curriculum work will include this work in an effort to create a year-long plan to address the pre/post assessments. Grading practices are improving but we still have work to do.**

LRCH Literacy Pre/Post-test Quarterly Reporting Form 2015 - 2016

4th Quarter: English 9 and 10

LR Central High School

Due
May
21,
2016

Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss	Analysis: What did pre-test data show that changed or informed instruction before post-test?	Analysis: How will pre/post cycle affect teaching practice or unit planning?(Please respond per post-test. Example Post Test One: ...)	Key Supports / Activities: Teacher would like to have to assist with this teaching area of study.	Professional Development: Would assist with this teaching area of study.
2A - 9 English Reinf.	A2	Q4 Unit 2	12	80%	12	90%	10.00 %	none provided			
4A - 9 English Reinf.	A4	Q4 Unit 2	8	86%	9	90%	4.00 %	none provided			
2B - 9 English Reinf.	B2	Q4 Unit 2	8	90%	10	92%	2.00 %	none provided			
4B - 9 English Reinf.	B4	Q4 Unit 2	13	80%	13	88%	8.00 %	none provided			

2A - 9 English I	A2	Q4 Unit 2	23	62%	23	71%	9.20 %	In this unit on Romeo and Juliet, students did not recognize many terms specific to drama. They also struggled with vocabulary words such as "feud." After using flashcards to work on many of these terms, progress was made by showing the students knew the terms and could show usage by taking a passage and showing how the term was illustrated.	Students will need more instruction in literary terms at the beginning of the year and spend more time going over said terms.		
3A - 9 English I PAP	A3	Q4 Unit 2	24	76%	24	84%	8.00 %	This unit was made up of Literary Circles where the students learn to use much of all the skills we learned and practiced on this year. Most students remember many of the terms and skills we worked on but some had trouble expressing the actual use of the skills.	The students will need more frequent practice and reviewing of practice sessions to make sure they retain the skills throughout the year and master them.		
4A - 9 English I PAP	A4	Q4 Unit 2	23	77%	23	87%	9.20 %	This unit was made up of Literary Circles where the students learn to use much of all the skills we learned and practiced on this year. Most students remember many of the terms and skills we worked on but some had trouble expressing the actual use of the skills.	The students will need more frequent practice and reviewing of practice sessions to make sure they retain the skills throughout the year and master them.		
2B - 9 English I	B2	Q4 Unit 2	18	65%	18		9.00 %	In this unit on Romeo and Juliet, students did not recognize many terms specific to drama. They also struggled with vocabulary words such as "feud." After using flashcards to work on many of these terms, progress was made by showing the students knew the terms and could show usage by taking a passage and showing how the term was	Students will need more instruction in literary terms at the beginning of the year and spend more time going over said terms.		

						74%		illustrated.			
3B - 9 English I PAP	B2	Q4 Unit 2	23	78%	23	86%	8.10 %	This unit was made up of Literary Circles where the students learn to use much of all the skills we learned and practiced on this year. Most students remember many of the terms and skills we worked on but some had trouble expressing the actual use of the skills.	The students will need more frequent practice and reviewing of practice sessions to make sure they retain the skills throughout the year and master them.		
4B - 9 English I	B4	Q4 Unit 2	20	62%	18	71%	9.40 %	In this unit on Romeo and Juliet, students did not recognize many terms specific to drama. They also struggled with vocabulary words such as "feud." After using flashcards to work on many of these terms, progress was made by showing the students knew the terms and could show usage by taking a passage and showing how the term was illustrated.	Students will need more instruction in literary terms at the beginning of the year and spend more time going over said terms.		
1A - 9 English I	A1	Q4 Unit 2	23	45%	24	80%	35.00 %	In each of the grade level classes, students struggled identifying pronouns and adverbs- particularly the types of pronouns. After working with them through DGP and class activities such as writing sentences including them, the students improved dramatically.	I will continue to quiz students on these concepts and ask them to include them in their writing.	No assistance needed.	no PD needed

3A - 9 English I PAP	A3	Q4 Unit 2	23	70%	22	88%	18.00 %	The Pre-AP students were quizzed over upcoming DGP concepts such as infinitives, understood subjects, and dependent clauses. Through the use of DGP notes and practice, the students improved.	I will continue to quiz students on these concepts and ask them to include them in their writing.	No assistance needed.	no PD needed
4A - 9 English I	A4	Q4 Unit 2	18	35%	17	72%	37.00 %	In each of the grade level classes, students struggled identifying pronouns and adverbs- particularly the types of pronouns. After working with them through DGP and class activities such as writing sentences including them, the students improved dramatically.	I will continue to quiz students on these concepts and ask them to include them in their writing.	No assistance needed.	no PD needed
1B - 9 English I	B1	Q4 Unit 2	24	52%	22	83%	31.00 %	In each of the grade level classes, students struggled identifying pronouns and adverbs- particularly the types of pronouns. After working with them through DGP and class activities such as writing sentences including them, the students improved dramatically.	I will continue to quiz students on these concepts and ask them to include them in their writing.	No assistance needed.	
3B - 9 English I PAP	B3	Q4 Unit 2	23	73%	21	96%	23.00 %	The Pre-AP students were quizzed over upcoming DGP concepts such as infinitives, understood subjects, and dependent clauses. Through the use of DGP notes and practice, the students improved.	I will continue to use DGP with the students.	No assistance needed.	no PD needed
4B - 9 English I PAP	B4	Q4 Unit 2	20	70%	22	91%	21.00 %	The Pre-AP students were quizzed over upcoming DGP concepts such as infinitives, understood subjects, and dependent clauses. Through the use of DGP notes and practice, the students improved.	I will continue to quiz students on these concepts and ask them to include them in their writing.	No assistance needed.	no PD needed
2A - 9 English I	A2	Q4 Unit 2	21	90%	21		10.00 %	none provided			

PAP						100%					
3A - 9 English I PAP/AVI D	A3	Q4 Unit 2	19	80%	19	90%	10.00 %	none provided			
4A - 9 English I	A4	Q4 Unit 2	19	90%	19	100%	10.00 %	none provided			
2B - 9 English I PAP/AVI D	B2	Q4 Unit 2	23	80%	23	90%	10.00 %	none provided			
3B - 9 English Reinf.	B3	Q4 Unit 2	13	75%	13	85%	10.00 %	none provided			
4B - 9 English I	B4	Q4 Unit 2	20	67%	20	78%	11.00 %	none provided			
1A - 9 English I PAP/AVI D	A1	Q4 Unit 2	20	48%	20	76%	28.00 %	The same kids fail the DGP; they need more tutoring or they need to study more.	There's only so many things a teacher can do to get a kid to learn his/her parts of speech. Much of that responsibility lies with them.	No assistance needed -	No assistance needed
2A - 9 English I PAP/AVI D	A2	Q4 Unit 2	16	48%	20	60%	12.00 %	The same kids fail the DGP; they need more tutoring or they need to study more.	There's only so many things a teacher can do to get a kid to learn his/her parts of speech. Much of that responsibility lies with them.	No assistance needed -	No assistance needed

4A - 9 English I PAP/AVI D	A4	Q4 Unit 2	21	60%	21	64%	4.00 %	The same kids fail the DGP; they need more tutoring or they need to study more.	There's only so many things a teacher can do to get a kid to learn his/her parts of speech. Much of that responsibility lies with them.	No assistance needed -	No assistance needed
1B - 9 English I PAP/AVI D	B1	Q4 Unit 2	20	52%			- 52.00 %	The same kids fail the DGP; they need more tutoring or they need to study more.	There's only so many things a teacher can do to get a kid to learn his/her parts of speech. Much of that responsibility lies with them.	No assistance needed -	No assistance needed
3B - 10 English II PAP/AVI D	B3	Q4 Unit 2	22	77%	23	74%	- 3.00 %	Students still do not know how to adequately respond to a writing prompt for an essay or timed writing.	I have now begun class with writing prompts where students analyze using a series of steps to assess the prompt; then they are required to write a thesis for the prompt. I have scaffolded this in stages until the post test.	Researched North Carolina curriculum for my own lesson; teamed with other 10th grade English teachers.	No assistance needed
4B - 10 English II PAP/AVI D	B4	Q4 Unit 2	23	71%	21	80%	9.00 %	Students still do not know how to adequately respond to a writing prompt for an essay or timed writing.	I have now begun class with writing prompts where students analyze using a series of steps to assess the prompt; then they are required to write a thesis for the prompt. I have scaffolded this in stages until the post test.	Researched North Carolina curriculum for my own lesson; teamed with other 10th grade English teachers.	No assistance needed
1A - 9 English I	A1	Q4 Unit 2	17	66%	19		12.00 %	none provided			

PAP/AVI D						78%					
3A - 10 English II PAP/AVI D	A3	Q4 Unit 2	23	82%	23	88%	6.00 %	none provided			
4A - 10 English II PAP/AVI D	A4	Q4 Unit 2	21	63%	21	75%	12.00 %	none provided			
1B - 9 English I PAP/AVI D	B1	Q4 Unit 2	21	88%	21	90%	2.00 %	none provided			
2B - 9 English I PAP/AVI D	B2	Q4 Unit 2	18	62%	18	64%	2.00 %	none provided			
4B - 9 English I PAP/AVI D	B4	Q4 Unit 2	25	50%	25	80%	30.00 %	none provided			
1A - 10 English 2 PAP	A1	Q4 Unit 2	26	90%	26	93%	3.00 %	none provided			
2A - 10 English	A2	Q4 Unit 2	25	80%	25	90%	10.00 %	none provided			

2 PAP												
4A - 10 English 2	A4	Q4 Unit 2	22	50%	22	60%	10.00 %	none provided				
1B - 10 English 2	B1	Q4 Unit 2	20	60%	20	70%	10.00 %	none provided				
3B - 10 English 2	B3	Q4 Unit 2	20	70%	20	80%	10.00 %	none provided				
4B - 10 English 2	B4	Q4 Unit 2	23	60%	23	90%	30.00 %	none provided				
2A - 10 English 2 PAP/AVI D	A2	Q4 Unit 2	21	70%	21	90%	20.00 %	none provided				
3A - 10 English 2 PAP/AVI D	A3	Q4 Unit 2	23	70%	23	100%	30.00 %	none provided				
4A - 10 English 2 PAP/AVI D	A4	Q4 Unit 2	21	70%	21	100%	30.00 %	none provided				
2B - 9 English	B2	Q4 Unit 2	24	90%	24		0.00 %	none provided				

2 PAP/AVI D						90%						
1A - 10 English 2	A1	Q4 Unit 2	21	80%	21	90%	10.00 %	none provided				
2A - 10 English 2	A2	Q4 Unit 2	22	90%	22	90%	0.00 %	none provided				
4A - 10 English 2	A4	Q4 Unit 2	21	80%	21	100%	20.00 %	none provided				
1B - 10 English 2 PAP	B1	Q4 Unit 2	21	88%	21	90%	2.00 %	none provided				
2B - 10 English 2 PAP	B2	Q4 Unit 2	20	80%	20	86%	6.00 %	none provided				
3B - 10 English 2 PAP	B3	Q4 Unit 2	17	80%	17	82%	2.00 %	none provided				
1A - 10 English 2	A1	Q4 Unit 2	19	64%	18	72%	8.00 %	None provided				
2A - 10 English 2	A2	Q4 Unit 2	21	63%	20	64%	1.00 %	None provided				
3A - 10 English 2	A3	Q4 Unit 2	24	65%	23	70%	5.00 %	None provided				

1B - 10 English 2	B1	Q4 Unit 2	17	58%	17	69%	11.00 %	None provided			
2B - 10 English 2	B2	Q4 Unit 2	24	53%	24	61%	8.00 %	None provided			
3B - 10 English 2	B3	Q4 Unit 2	22	63%	23	69%	6.00 %	None provided			
1A - English 1	A1	Q4 Unit 2	3	88%	5	91%	3.00 %	none provided			
2A - English 1	A2	Q4 Unit 2	6	66%	7	90%	24.00 %	none provided			
1B - English 1	B1	Q4 Unit 2	4	83%	4	88%	5.00 %	none provided			
1A - English 2	A1	Q4 Unit 2	6	76%	6	90%	14.00 %	none provided			
4A - English 2	A4	Q4 Unit 2	3	90%	3	95%	5.00 %	none provided			
1B - English 2	B1	Q4 Unit 2	5	56%	5	76%	20.00 %	none provided			
2B - English 2	B1	Q4 Unit 2	5	76%	5	90%	14.00 %	none provided			

1A English 3	A1	Q4 Unit 2	5	68%	5	72%	4.00 %	none provided			
A1 English 3 PAP	A1	Q4 Unit 2	22	66%	22	80%	14.00 %	none provided			
A2 AP English Lang.	A2	Q4 Unit 2	24	82%	24	85%	3.00 %	none provided			
A4 AP English Lang.	A4	Q4 Unit 2	25	81%	25	87%	6.00 %	none provided			
B2 English 3 PAP	B2	Q4 Unit 2	25	81%	25	85%	4.00 %	none provided			
B3 AP English Lang.	B3	Q4 Unit 2	23	84%	23	86%	2.00 %	none provided			
B4 AP English Lang.	B4	Q4 Unit 2	22	85%	22	88%	3.00 %	none provided			
A1 English 3 PAP	A1	Q4 Unit 2	18	94%	18	100%	6.00 %	none provided			
A2 AP English Lang.	A2	Q4 Unit 2	23	94%	23	100%	6.00 %	none provided			
A3 AP English Lang.	A3	Q4 Unit 2	23	80%	23	94%	14.00 %	none provided			
B1 AP English Lang.	B1	Q4 Unit 2	23	86%	23	94%	8.00 %	none provided			
B2 English 3 PAP	B2	Q4 Unit 2	24	68%	24	90%	22.00 %	none provided			

B4 English 3 PAP	B4	Q4 Unit 2	22	90%	22	94%	4.00 %	none provided			
A1 English 3	A1	Q4 Unit 2	17	82%	12	84%	2.00 %	After grading the last time writings, I determined that this class could use extra assistance with Parallel Structure.			
A2 English 3	A2	Q4 Unit 2	17	71%	22	80%	9.00 %	After grading the last time writings, I determined that this class could use extra assistance with Parallel Structure.			
A4 English 3 PAP	A4	Q4 Unit 2	21	81%	20	90%	9.00 %	After grading their analytical essays over A Raisin in the Sun I determined this class could use extra help with Parallel Structure.			
B2 English 3 PAP	B2	Q4 Unit 2	20	84%	23	96%	12.00 %	After grading their analytical essays over A Raisin in the Sun I determined this class could use extra help with Parallel Structure.			
B3 English 3	B3	Q4 Unit 2	20	72%	18	87%	15.00 %	After grading the last time writings, I determined that this class could use extra assistance with Parallel Structure.			
B4 English 3 PAP/AVID	B4	Q4 Unit 2	17	86%	19	91%	5.00 %	After grading their analytical essays over A Raisin in the Sun I determined this class could use extra help with Parallel Structure.			
A1 English 3	A1	Q4 Unit 2	20	75%	20	80%	5.00 %	None provided			
A2 English 3	A2	Q4 Unit 2	16	70%	18	80%	10.00 %	None provided			
A4 English 3	A4	Q4 Unit 2	20	55%	20	60%	5.00 %	None provided			

B1 English 3	B1	Q4 Unit 2	19	50%	18	70%	20.00 %	None provided			
B2 English 3	B2	Q4 Unit 2	21	50%	21	65%	15.00 %	None provided			
B4 English 3	B4	Q4 Unit 2	18	60%	18	75%	15.00 %	None provided			
A1 English 3	A1	Q4 Unit 2	19	50%	17	70%	20.00 %	Students identified parallel structure failures. After continued practice students scored 20% higher on this task.	Students need more practice, but have shown improvement. Also, students are ready for more complex questioning on this topic.	No assistance needed.	no PD needed
A3 English 3	A3	Q4 Unit 2	20	80%	17	80%	0.00 %	see above. Students are staying on a high level.	No additional work is needed. Higher levels of questioning may be advised.	No assistance needed.	no PD needed
A4 English 3	A4	Q4 Unit 2	19	60%	18	70%	10.00 %	see above. Students improved by 10%. Further work is necessary.	Students are ready for more advanced questioning	No assistance needed.	no PD needed
A1 English 4	A1	Q4 Unit 2	17	44%	15	48%	4.00 %	Students identified parallel structure failures. After continued practice students scored 20% higher on this task.			
A2 English 4	A2	Q4 Unit 2	23	56%	22	64%	8.00 %	Students identified parallel structure failures. After continued practice students scored 20% higher on this task.			
A3 English 3	A3	Q4 Unit 2	15	37%	16	44%	7.00 %	Students identified parallel structure failures.	Students need more practice, but have shown improvement. Also, students are ready for more complex questioning on this topic.	No assistance needed	no PD needed

B2 English 3	B2	Q4 Unit 2	21	40%	20	52%	12.00 %	Students identified parallel structure failures.	Students need more practice, but have shown improvement. Also, students are ready for more complex questioning on this topic.	No assistance needed	no PD needed
Literacy Interventions		Q4 Unit 2					0.00 %				
			1810		1788		0.00 %				
							0.00 %				
				71%		82%	9.81 %				

LRCH math and English educators disaggregate their pre/post test data by an item analysis. They develop questions during their collaboration with answer distracters that draw out common misconceptions. Any question that tests below a 75% is directly addressed during their planning for that unit. Items that test above a 75% are addressed briefly during bell ringers. Items that still test below a 75% on the post test are addressed again in the following unit.

ACT Aspire Interim III Assessment Data – Literacy – Central students tested online for the first time this year. The ACT Aspire Interim assessments were conducted online as well. Both grade levels tested in a whole school environment to test our school's technology infrastructure. This process went well. All English, science, and math teachers have ACT Aspire accounts and access to their students' scores. Teachers still need work to study this data and analyze its use in the classroom. That is a goal for next school as we prepare to receive summative assessment results. We will analyze both English and Reading to break down standards that fit within those areas and prepare units and lessons to address those areas.

Subject	Reading	English
Grades 9 and 10	47%	52%

Read 180 SRI data (end-of-year report) – Central has a steady number of students enrolled in this reading intervention each year. Students tend to grow one to three Lexile levels each year. Again, we had some students who showed tremendous growth, while others remained stagnant. This is an issue that will be addressed this summer as teachers meet to plan and revise units of study. Some Read 180 students were too low for the program (below 3rd grade reading level) and those students will be evaluated for additional reading interventions for next school year. Central has also budgeted Title I funds (SY16-17) for the purchase of System 44 – a reading program that meets the needs of students who read below the 3rd grade reading level. Also, Central has requested and received SRI data from feeder middle schools that will help determine placement of students next school year.

# Students	# Students Showing Lexile Gains August-May
61	58%

LRCH Pre/Post-test Quarterly Reporting Form 2015 - 2016

4th Quarter: READ THEORY

School: Central High

Due: May 6, 2016

Grade & Subject/Course	Period	Quarter/ Unit Test Number	# Student s who took Pre-Test	Pre-Test Average Score	# Student s who took Post- Test	Post- Test Average Score	Gain/Loss	Analysis: What did pre-test data show that changed or informed instruction before post-test?	Analysis: pre/post teaching unit p response Example One: .
9th & 10th-Read Theory Assessment		Q4 Unit 1		Reading Grade Level Average:		Reading Grade Level Average:			
		Q4 Unit 1	24	4.7	21	4.6	10.00%	The pre-test data showed that many 9th and 10th grade students functioned at grade level 4 of the 7th month in reading and reading comprehension. Literacy pull-out interventions consisted of analyzing reading passages, poems, articles, etc. while checking for comprehension.	Students of the 4 compre will rec with re the 4th scaffol increas compre student end, (4 with re the 5th scaffol

TASC Attendance Data (Tiger Academic Support Center/after school tutoring) – Central started a new, comprehensive tutoring program this school year. The program supports core instruction and access to a computer lab and busses for transportation. Data indicates about 47% of students who attended were TAGG students. Central considered this program successful due to data collected, including teacher feedback, student feedback, parent feedback, and attendance data. It provided services as well as interventions for students.

Student Attendance	Semester 1	Semester 2	Total # Students for 15-16
	2486	1634	4,120



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: CHICOT PRIMARY
STATUS: FOCUS

SITE-BASED SIS: MRS. MELINDA MODICA

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MS. MISTY PITMAN AND MS. SHARESIA WHITE

SUPERINTENDENT: MR. BAKER KURRUS
PRINCIPAL: MS. SHERRY CHAMBERS

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: Leadership Team <ul style="list-style-type: none"> ➤ The Leadership team met the 1st and 3rd Tuesday of each month at 9:00. ➤ The meetings were held in the principal's office. ➤ The team consisted of the administrators, Math and Literacy Facilitators, grade level representatives, ESL coordinator, Reading Teachers as well as a SPED representative. ➤ The grade level representative rotated after each quarter. 	Current reality of effective practice: Leadership Team <ul style="list-style-type: none"> ➤ The Leadership team meets the 1st and 3rd Tuesday of each month at 9:00. ➤ Meeting agenda are emailed to all team members before the meeting so that all members will be apprised of the contents of the meeting to ensure all members stay focused. ➤ The meetings are held in the principal's office where the assessment walls for literacy and math are housed. ➤ Minutes from the previous meetings are shared before the meeting so that our time during the leadership

- Each representative brought concerns before the team and discussed the challenges and celebrated successes.
- Each department representatives brought concerns as well as celebrated successes.
- The team reviewed student data and discussed students who were severely behind to ensure they were referred to the Site Based Intervention Team.

Instructional Teams

- The instructional teams met each Wednesday at regularly scheduled times. (1st and 3rd week for Math, 2nd and 4th week for Literacy)
- The agendas were provided to teachers during the meeting which helped all participants stay focused during the meeting.
- Administrators served as the recorder during meetings and provided a copy to the instructional facilitators after the meetings.
- Teachers participated with colleagues in planning instructional units aligned with curriculum standard.
- The meeting consisted of celebrating successes, reviewing data, analyzing student work, and content related pedagogy professional development.

Grade Level Teams

- The master schedule accommodated common planning times for each grade level.
- It was communicated by administers that teachers use

meeting is productive.

- The team consists of the administrators, Math and Literacy Instructional Facilitators, grade level representatives, ESL coordinator counselor, Reading Teachers, and a SPED representative.
- The grade level representatives rotate after one quarter of service.
- The representatives are chosen based on seniority within the grade level.
- They are given leadership expectations at the beginning of the school year so that each member knows what they are expected to do when it is their time to serve on the team.
- The grade level representatives are expected to bring questions and concerns that each grade level may have as well as deliver the information that is discussed back to the team.
- The team celebrates the successes and accomplishments.
- They also reviews and approve previous meeting minutes as well as discusses old business and address any unresolved concerns from the previous meeting.
- The team assesses, creates, and monitors indicators during the meeting
- The literacy facilitator holds data conferences with teachers to discuss next steps for students who are working below grade level and reports that information to the team.
- During the data conferences, teachers and literacy

this time to plan together.

facilitator discuss how to enrich students who are working on and above grade level.

- The ESL coordinator discussed with teachers how to use the reports to help prescribe lessons for students, and discuss ways in which to maximize student usage.
- Charts are created for individual teachers for a visual representation of numbers of students working at and above grade level and the leadership team reviews the information as well.
- Members of the leadership team identifies which students are performing at or above grade level and create a plan of action that supports individual students who are working below grade level and their teachers.
- Students who are performing below grade level are referred to the Site Based Intervention Team (SBIT).
- The SBIT team provides supports to teachers in identifying deficits in creating goals to identify those deficits.
- Each department represented provides updates during the meeting.

Instructional Teams

- The instructional teams meet each Wednesday at regularly scheduled times. (1st and 3rd week for Math, 2nd and 4th week for Literacy)
- The agendas are sent prior to meeting to ensure that the meeting is focused and teachers are able to walk away

	<p>with a clear plan</p> <ul style="list-style-type: none"> ➤ Minutes are disseminated by the recorder to all team members ➤ During the meeting, teachers participate with colleagues in planning instructional units aligned with curriculum standards, including pre and post assessment to drive instructional goals and decisions. ➤ Student progress is monitored through reflection and analysis of student data. ➤ Resources are gathered to provide relevant and meaningful learning experiences to students. ➤ This collaboration helps teachers to enhance content knowledge and pedagogical skills. ➤ It also fosters reflection and refinement of professional practices. ➤ At the end of each meeting, teachers evaluate the effectiveness of the meeting to see if all objectives from the meeting were met. <p>Grade Level Teams</p> <ul style="list-style-type: none"> ➤ The master schedule accommodated common planning times for each grade level. ➤ It was communicated by administrators that teachers use this time to plan together. ➤ Each team assigned team members a role during the meeting. ➤ The SIS provided a template to record meeting agenda and minutes.
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	<ul style="list-style-type: none"> ➤ The recorder disseminated minutes to all team members as well as the SIS after the meeting. The minutes also have a record of all members present and the actions that were taken during the meeting. ➤ During the meeting, teachers created pre and post assessments for the 4th quarter learning segments.
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year:	Current reality of effective practice:

- Teachers only gave post assessments at the beginning of the school year.
- The data was recorded in Edline but not collaboratively analyzed by teachers.
- Common assessments were given weekly and the assessments were all teacher created.

- The grade level team creates their pre/post assessments.
 - Test are designed by:
 - standards from the curriculum map
 - Utilize the common core question stems that go along with standards that were being taught.
 - Develop rigorous answer choices
- Data is compiled by a literacy facilitator and the current analyzed by teachers where they look at the current reality, misconceptions, supports, and next steps to support student achievement.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> ➤ The school was in compliance with the stipulation that the school should have a Title I Compact. ➤ The compact was reviewed during the Title I meeting at the beginning of the year. ➤ All parents signed the compact at the beginning of the year during registration and they did not receive a copy of the compact. ➤ The compact had limited information for teachers, parents and students. ➤ The only goals in the original compact were reading and math. 	Current reality of effective practice: <ul style="list-style-type: none"> ➤ After we completed our Diagnostic Analysis of the school, the leadership team redesigned our Title I compact based on the needs of our school. ➤ The compact includes goals for reading, math, studying, respect, responsibility and community. ➤ Each goal has specific actions for teachers, parents and students.

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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category: Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

- At the beginning of the school year, our counselor discussed with students the importance and value of education and what is the outcomes of academic excellence.
- The counselor also makes students aware of the different jobs by asking members of our community to come and speak to students about their jobs and doing well in school.

Current reality of effective practice:

- The counselor implements a guidance lesson every other week based on the district's guidance curriculum.
- School wide activities are planned to increase awareness of career options.
- To extend the awareness of careers, our counselor invites different members of the communities to bring vehicles that they use to do their jobs. They also talk to students about the importance of excelling in school as



- At the elementary level, our counselor did lessons on social, emotional development, personal development, safety, bullying prevention and drug prevention.
- The counselor along with one of our security guard developed clubs for the more at risk students to foster social skills and etiquette through real world experiences.

well as their daily duties at work.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Since we will no longer have full time IF's, the team felt that teachers should start to create their own pre/post assessments.
- Based on the positive impact of the Literacy data conferences, the team decided that Ms. Wellborn will conduct data conference Lexia usage and data conference based on reports. Ms. Walters will conduct data conferences.

If anything, what do you intend to change or modify for the year?

- Next year our building will hold grades K-5th. As a result of this reconfiguration, our grade level team planning sessions will be different due to the size of grade levels next year.
- Since we will not have full time IF's, teachers will have to be responsible for their own collaborative instructional team meetings.
- Students in grades 3-5 will take on more leadership roles in the school such as being a mentor to younger students as well as playing an active role in our school safety program.
- Students in grades 3-5 will also be a part of the school's government association.
- The school will hold a separate Title I meeting where we will give parents a copy of the compact and discuss their rights and responsibility.
- A signature page from the Parent Compact will be placed in the students' permanent record file.
- The compact will be a part of parent teacher conferences as well as discipline conferences.
- Based on the Partner in Education feedback, we plan to keep our partners well informed of school events.
- We plan to utilize Star Math for our pre and post assessment.



SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	K	181	183	180	14	65	0	0	4	2	0	0	4	12
1	1 st	188	187	183	21	67	0	0	8	1	0	0	8	10
2	2nd	189	194	189	15	69	0	0	4	5	0	0	4	8

Comments/ Clarifications: Enrollment numbers continue to remain stable. Our community is highly mobile, and slots are filled quickly after a student drops. The total number of ELs that was recorded for 4th quarter is second language students enrolled at Chicot Primary, although only 185 students out of 192 participate in the ESL program. The other parents declined services through the ESL department.

At the beginning of the school year, the school's discipline committee developed a behavior matrix to guide teachers on how to handle minor offenses in the classroom, the progression of consequences for repeated behaviors, and when an office referral is warranted. When a student continues to display behaviors that require removal from the classroom, students are referred for guidance counseling, mental health services, and/or mentoring. Administrative conferences are held with the parent, teacher, counselor, and child. The district *Student Rights and Responsibilities Handbook* is followed for Category 3 and 4 offenses and repeated violations. Other contributing factors include weather changes including cold and rainy days when students did not have opportunities for outdoor play and physical activity as is developmentally appropriate.

Based on data from 4th quarter, the administrators talked with the staff about the discipline policy and the use of the discipline matrix. This discussion helped bring awareness to the process that teachers must use in order to refer students to the office. Because the teacher interns left the last quarter of the school year, we saw a decrease in office referrals for the 4th quarter for Kindergarten students. Another contributing factor that caused a decrease in office referrals was the fact that teachers used end of the year special activities as incentives to help with behavior. The increase in 2nd grade office referrals was the result of the lack of classroom management in two classrooms.

The number of student absences increased during the fourth quarter drastically. The team felt that the contributing factor was that parents felt it was not necessary to continue to bring students to school. Now that we see the data from student absences, we know that next year we will have to put some types of intervention in place so that students will continue to come to school until the last day of school.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by average of Chapter 7-9 Test (Date) 4/16-5/16		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
0	0	22%	88%	0	0			0	0		
0	0	50%	50%	0	0			0	0		
0	13%	62%	50%	5	1			13	4		

Comments/ Clarifications:

Due to the number of small groups that we have to assess during ITBS, we had to utilize our Kindergarten teachers. That contributed to the number of the increase in Kindergarten absences. The four teachers in First grade that had more than five absences had family issues and jury duty. In second grade, teachers had family medical issues that caused them to miss more than five days.

Because teachers started to analyze their data and use their data to drive their instruction, we saw a tremendous decrease in the number of students who are two years behind. During the school year, the School Improvement Specialist along with the Math Facilitator led teachers in creating SMART goals after analyzing their data. Teachers were able to see the benefits of creating those goals because students were mastering the goals that teachers made for them. Analyzing data frequently made teachers aware of what students were behind and they were able to plan for those students.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
Example			100	90	95	N/A	285	57	20%							

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			(A)	(B)	(C)	$(B/A) \times 100 = C$										
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The next few pages will illustrate how we were able to identify students who were making gains or losses after taking pre and post assessments. The other charts show student progress over time. We utilized our assessment wall as a way to track student progress and to ensure students were receiving the necessary interventions.

The first three pages show our Math pre and post assessment data. As you can see, students performed well on the post assessment on the first unit in the fourth quarter. Teacher contributed the success of this unit to the fact that students were excited about the content that they were learning. They were using tools that students were able to explore and they made sure they used all learning modalities while teaching. We did see a slight decrease in unit 3 assessment. This learning segment was on interpreting data. Most teachers felt that students were making careless mistakes and were not paying close attention to how much each item represented. Teachers noted that in future lessons they will create lessons where students will have to attend to precision.

The next three pages reflect Literacy pre and post assessment data. Overall students did not do well on the first unit in the fourth quarter. Teacher contributed the loss during this learning segment to the fact that students were having a hard time getting back in the school routine after Spring Break. We did look at the format of the test and changed how the test was copied to match how they see passages and answer choices on standardize exams. In unit two, teachers noted that students did better because the change in the format of the test. Teachers also felt that students have grown accustomed to taking pre and post assessments and that also aided in the success that students made on the post assessments. Our literacy curriculum spirals, therefore the content during the last three units were all standards that students have been exposed to so that was also a contributing factor in why students were successful during this quarter in literacy.

**Pre/Posttest
Form**

School: Chicot

Quarter: 4

Unit: 1

Dates:

28- April 22

Quarter Unit Test Number	Grade and Subject	Number of Students who took Pretest and Average Score		Number of Students who took Post Test and Average Score		Gain or Loss	# of D's or F's on posttest
Quarter 4 Unit Test 1	1 st /Math	22	23%	22	53%	+30	10
Quarter 4 Unit Test 1	1 st /Math	23	37%	22	68%	+31	6
Quarter 4 Unit Test 1	1 st /Math	23	30%	21	58%	+28	13
Quarter 4 Unit Test 1	1 st /Math	21	30%	22	70%	+40	7
Quarter 4 Unit Test 1	1 st /Math	21	24%	21	46%	+22	11
Quarter 4 Unit Test 1	1 st /Math	19	20%	21	60%	+40	13
Quarter 4 Unit Test 1	1 st /Math	21	40	21	48%	+8	14
Quarter 4 Unit Test 1	1 st /Math	25	24%	25	64%	+40	15
Quarter 4 Unit Test 1	2 nd /Math	21	68%	23	79%	+11	1
Quarter 4 Unit Test 1	2 nd /Math	23	54%	20	64%	+10	13
Quarter 4 Unit Test 1	2 nd /Math	20	53%	18	58%	+5	12
Quarter 4 Unit Test 1	2 nd /Math	24	59%	23	86%	+27	3

Reporting

Primary

March

Quarter 4 Unit Test 1	2 nd /Math	23	61%	19	90%	+29	1
Quarter 4 Unit Test 1	2 nd /Math	23	61%	22	87%	+26	1
Quarter 4 Unit Test 1	2 nd /Math	22	51%	22	70%	+19	3
Quarter 4 Unit Test 1	2 nd /Math	19	45%	21	68%	+23	6

Quarter Unit Test Number	Grade and Subject	Number of Students who took Pretest and	Number of Students who took Post Test	Gain or Loss	# of D's or F's on
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Pre/Posttest Reporting Form

School: Chicot Primary

Quarter: 4

Unit: 2

Dates: April 18- May 6

		Average Score		and Average Score			posttest
Quarter 4 Unit Test 2	1 st /Math	22	33%	21	71%	+38	9
Quarter 4 Unit Test 2	1 st /Math	22	18%	22	57%	+39	14
Quarter 4 Unit Test 2	1 st /Math	22	17%	20	65%	+48	6
Quarter 4 Unit Test 2	1 st /Math	19	18%	21	66	+48	9
Quarter 4 Unit Test 2	1 st /Math	20	29%	22	59%	+30	11
Quarter 4 Unit Test 2	1 st /Math	22	12%	21	65%	+53	11
Quarter 4 Unit Test 2	1 st /Math	22	45%	21	70%	+25	9
Quarter 4 Unit Test 2	1 st /Math	25	10%	24	69	+59	10
Quarter 4 Unit Test 2	2 nd /Math	23	60%	23	84%	+24	4
Quarter 4 Unit Test 2	2 nd /Math	22	66%	23	79%	+13	6
Quarter 4 Unit Test 2	2 nd /Math	19	54%	13	58%	+4	8
Quarter 4 Unit Test 2	2 nd /Math	23	53%	23	80%	+27	4
Quarter 4 Unit Test 2	2 nd /Math	22	67%	23	87%	+20	2
Quarter 4 Unit Test 2	2 nd /Math	23	81%	23	83%	+2	1
Quarter 4 Unit Test 2	2 nd /Math	23	64%	24	79%	+15	0
Quarter 4 Unit Test 2	2 nd /Math	21	48%	20	75%	+27	4

Pre/Posttest Reporting Form

School: Chicot Primary

Quarter: 4

Unit: 3

Dates: May 9-26

Quarter Unit Test Number	Grade and Subject	Number of Students who took Pretest and Average Score		Number of Students who took Post Test and Average Score		Gain or Loss	# of D's or F's on posttest
Quarter 4 Unit Test 3	1 st /Math	20	67%	22	83%	+16	2
Quarter 4 Unit Test 3	1 st /Math	22	70%	22	81%	+21	3
Quarter 4 Unit Test 3	1 st /Math	21	31%	23	71%	+40	8
Quarter 4 Unit Test 3	1 st /Math	19	55%	22	70%	+15	6
Quarter 4 Unit Test 3	1 st /Math	23	62%	23	81%	+19	4
Quarter 4 Unit Test 3	1 st /Math	21	65%	22	80%	+15	0
Quarter 4 Unit Test 3	1 st /Math	22	66%	22	81%	+15	2
Quarter 4 Unit Test 3	1 st /Math	24	57%	25	80%	+23	2
Quarter 4 Unit Test 3	2 nd /Math	23	85%	22	84%	-1	5
Quarter 4 Unit Test 3	2 nd /Math	23	65%	24	75%	+10	7
Quarter 4 Unit Test 3	2 nd /Math	20	62%	22	69%	+7	9
Quarter 4 Unit Test 3	2 nd /Math	23	63%	23	85%	+22	4
Quarter 4 Unit Test 3	2 nd /Math	22	59%	22	85%	+26	0
Quarter 4 Unit Test 3	2 nd /Math	22	74%	24	80%	+6	5
Quarter 4 Unit Test 3	2 nd /Math	23	61%	23	79%	+18	6
Quarter 4 Unit Test 3	2 nd /Math	18	52%	18	80%	+28	3

Pre/Posttest Reporting Form

School: Chicot Primary

Quarter: 4

Unit: 1

Dates: March 28- April 22

Quarter 4 Unit Test 1	1 st /Literacy	19	64%	22	60%	-4	12
Quarter 4 Unit Test 1	1 st /Literacy	22	63%	22	68%	+5	8
Quarter 4 Unit Test 1	1 st /Literacy	23	64%	21	66%	+2	10
Quarter 4 Unit Test 1	1 st /Literacy	21	60%	21	52%	_8	14
Quarter 4 Unit Test 1	1 st /Literacy	21	64%	21	57%	-7	12
Quarter 4 Unit Test 1	1 st /Literacy	21	49%	20	55%	+6	16
Quarter 4 Unit Test 1	1 st /Literacy	22	53%	22	71%	+18	14
Quarter 4 Unit Test 1	1 st /Literacy	25	63%	25	75%	+12	8
Quarter 4 Unit Test 1	2 nd / Literacy	20	54%	22	76%	+22	6
Quarter 4 Unit Test 1	2 nd / Literacy	20	55%	23	78%	+23	6
Quarter 4 Unit Test 1	2 nd / Literacy	18	66%	21	61%	-5	11
Quarter 4 Unit Test 1	2 nd / Literacy	24	51%	23	80%	+29	2
Quarter 4 Unit Test 1	2 nd / Literacy	18	65%	22	69%	+4	9
Quarter 4 Unit Test 1	2 nd / Literacy	24	78%	21	92%	+14	1
Quarter 4 Unit Test 1	2 nd / Literacy	22	59%	22	67%	+8	9
Quarter 4 Unit Test 1	2 nd / Literacy	19	66%	20	71%	+5	4

Pre/Posttest Reporting Form

School: Chicot Primary

Quarter: 4

Unit: 2

Dates: April 18-May 6

Quarter Unit Test Number	Grade and Subject	Number of Students who took Pretest and Average Score		Number of Students who took Post Test and Average Score		Gain or Loss	# of D's or F's on posttest
Quarter 4 Unit Test 2	1 st /Literacy	22	61%	22	66%	+5	10
Quarter 4 Unit Test 2	1 st /Literacy	23	61%	23	71%	+10	8
Quarter 4 Unit Test 2	1 st /Literacy	20	46%	17	70%	+24	7
Quarter 4 Unit Test 2	1 st /Literacy	22	55%	22	79%	+24	7
Quarter 4 Unit Test 2	1 st /Literacy	21	55%	21	73%	+18	11
Quarter 4 Unit Test 2	1 st /Literacy	22	57%	21	75%	+18	9
Quarter 4 Unit Test 2	1 st /Literacy	25	58%	24	73%	+15	9
Quarter 4 Unit Test 2	2 nd / Literacy	17	70%	21	82%	+12	7
Quarter 4 Unit Test 2	2 nd / Literacy	23	67%	22	80%	+13	5
Quarter 4 Unit Test 2	2 nd / Literacy	20	63%	21	71%	+8	10
Quarter 4 Unit Test 2	2 nd / Literacy	23	72%	23	81%	+9	5
Quarter 4 Unit Test 2	2 nd / Literacy	22	70%	23	89%	+19	0
Quarter 4 Unit Test 2	2 nd / Literacy	22	83%	22	88%	+5	4
Quarter 4 Unit Test 2	2 nd / Literacy	22	73%	23	78%	+5	5
Quarter 4 Unit Test 2	2 nd / Literacy	22	49%	20	83%	+34	1

Pre/Posttest Reporting Form

School: Chicot Primary

Quarter: 4

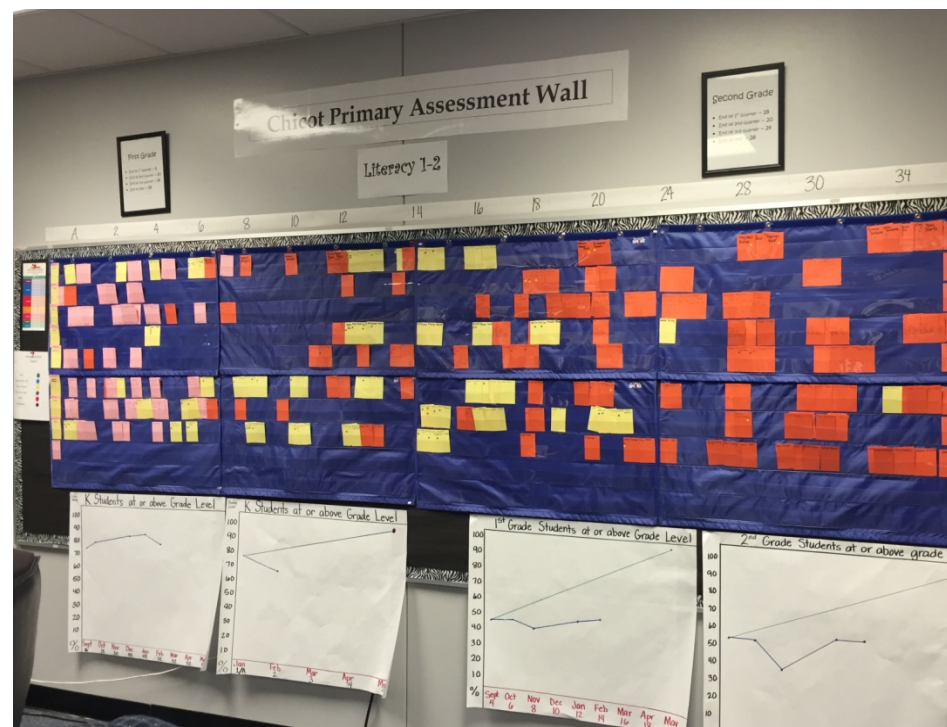
Unit: 3

Dates: May 9-26

Quarter 4 Unit Test 3	1 st /Literacy	21	73%	22	81%	+8	5
Quarter 4 Unit Test 3	1 st /Literacy	22	66%	22	81%	+15	5
Quarter 4 Unit Test 3	1 st /Literacy	22	63%	17	81%	+18	2
Quarter 4 Unit Test 3	1 st /Literacy	20	50%	22	76%	+26	8
Quarter 4 Unit Test 3	1 st /Literacy	23	51%	23	61%	+10	7
Quarter 4 Unit Test 3	1 st /Literacy	22	65%	23	68%	+3	8
Quarter 4 Unit Test 3	1 st /Literacy	22	66%	16	84%	+18	6
Quarter 4 Unit Test 3	1 st /Literacy	24	71%	25	82%	+11	7
Quarter 4 Unit Test 3	2 nd / Literacy	22	72%	15	64%	-8	1
Quarter 4 Unit Test 3	2 nd / Literacy	24	68%	24	77%	+9	5
Quarter 4 Unit Test 3	2 nd / Literacy	21	63%	19	75%	+12	5
Quarter 4 Unit Test 3	2 nd / Literacy	23	79%	23	91%	+12	
Quarter 4 Unit Test 3	2 nd / Literacy	18	58%	23	87%	+29	1
Quarter 4 Unit Test 3	2 nd / Literacy	22	83%	24	80%	-3	5
Quarter 4 Unit Test 3	2 nd / Literacy	23	70%	22	72%	+2	5
Quarter 4 Unit Test 3	2 nd / Literacy	20	66%	18	74%	+8	2

Literacy Assessment Wall

Beginning of the School Year

4th Quarter

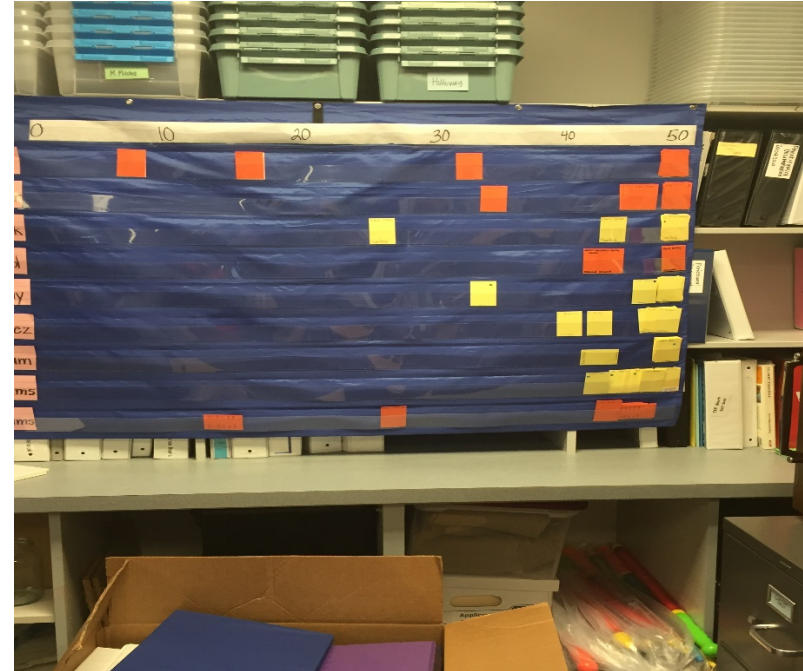
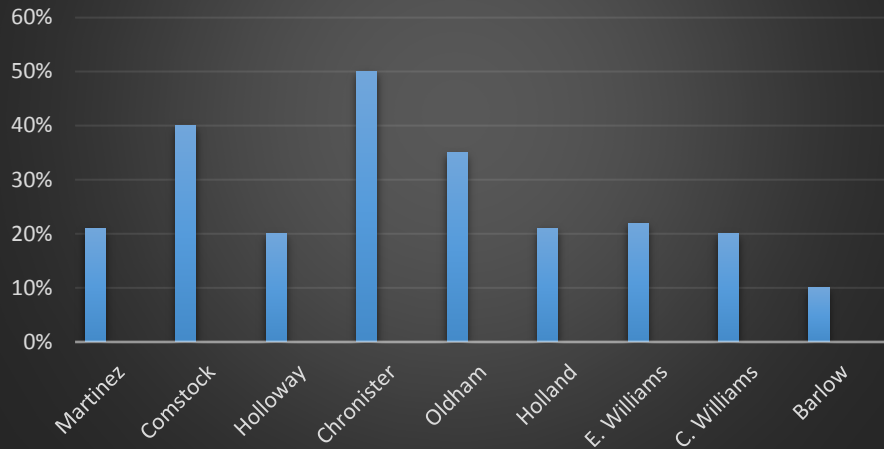
- During our monthly PLC's we talk about literacy data and update our trajectory charts that are shown at the bottom of the assessment wall. The trajectory charts gives teachers a visual representation of whether or not their students are progressing and if the instruction they are providing is working.
- Teachers also update their class trajectory charts and some teachers also have trajectory charts for individual students.
- The end of the year data for Kindergarten shows that 83% of Kindergarten students were able to identify all of their letters and 60% of students were reading on a level 4 which is on grade level.
- The end of the year data for 1st grade shows that 44% of 1st grade students ended the year reading level 18 whereas 60% of 2nd grade students were reading on level 28 at the end of the school year.

Kindergarten Letter Identification Chart

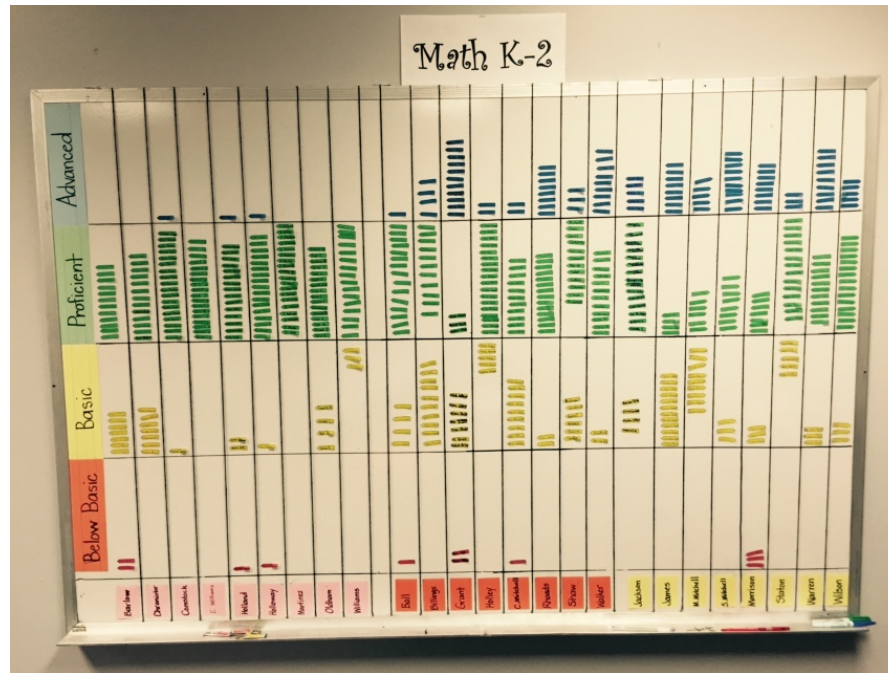
Beginning of the Year

4th Quarter

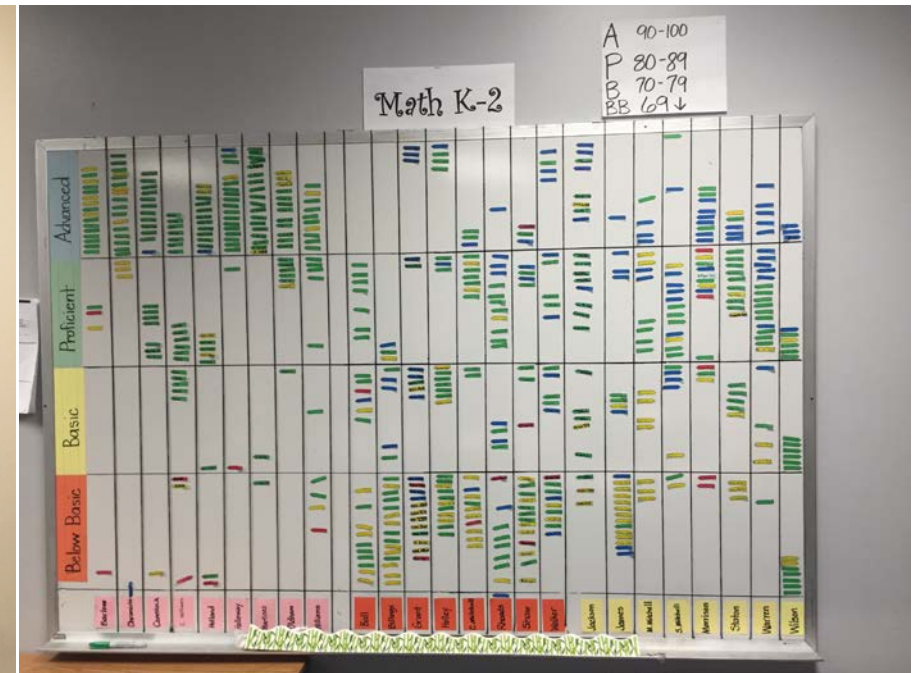
**Kindergarten Students
Percentage of Students Unable to
Identify 16 Letters
September Data**



- ***We did not have a picture to show where Kindergarten students started, but we have included a chart with information from the beginning of the school year.***



Beginning of the School Year



4th Quarter



ARKANSAS
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DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: DUNBAR MAGNET MIDDLE SCHOOL
STATUS: FOCUS
SITE-BASED SIS: DR. STEVEN WISE
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MS. MISTY PITMAN AND MS. SHARES A WHITE

SUPERINTENDENT: MR. BAKER KURRUS
PRINCIPAL: MRS. EUNICE THRASHER

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year: *The school year began as normal with a returning principal reiterating the vision and mission for the school. Fourth year FOCUS School improvement status required the addition of a half time Locally Hired School Improvement Specialist. A diverse and representative Academic Leadership Team (ALT) was developed based on the self-assessment rubric in Indistar and began holding meetings beginning August 2015. From these meetings, the team developed a set of Bylaws for governance and an agenda procedure for team meetings. The team went through several adjustments and revisions as LRSD and ADE became focused and organized in complying with regulation. Throughout this change process the ALT continued to meet twice a month and faithfully address the current shifts and compliance measures. The ALT began as early as August 2015 implementing formative assessments (pre/post tests) in Math and English as required for state reporting and monitoring student growth. Directed change has been ongoing throughout this process. LRSD standardized pre/post test procedures in*

Current reality of effective practice:

*-Beginning with the 2nd quarter, the ALT began to submit quarterly reports to the ADE. These reports included school data to monitor relationships between best practices and student achievement (growth).
-Beginning with the 2nd semester, the ALT put measures into place to ensure public access to Indistar for transparency and clarity.
-Seven First Year Indicators were identified by ADE as required
-The ALT has currently held 36 meetings and is monitoring 26 Indicators. Of these Indicators, the ALT has completed 53 of 73 total tasks for the school year.*

<p><i>the third quarter adding significant reliability and validity to the assessments.</i></p>	
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: <i>The school year began with a unique challenge. Due to revolving state assessments over the last three years, student achievement data was dated leaving the schools to use a variety of data sources for student placement in math and English. Using Brigance Basic Skills Assessment and GAINS, students were initially placed and later monitored using Scholastic Math Inventory and MyOn Lexile inventory. Beginning in August, the ALT began to implement formative assessments in math and English classes to monitor student growth in compliance with ADE regulations and best practices. The Math Instructional Facilitator and Literacy Instructional Facilitator was responsible for training teachers on pre/post test administration through professional learning communities (PLCs) and monitoring teacher compliance. In the 2nd semester the LRSD standardized expectations and procedures regarding the pre/post</i>	Current reality of effective practice: <i>-District standardization of pre/post test expectations and administration in the 2nd semester increased the reliability and validity of the assessment. -Standardization included 3 set units of instruction for pre/post assessments within a quarter, with administration timelines, and identified due dates. -Beginning with the 2nd quarter, the ALT began submitting quarterly reports to ADE monitoring best practices and student growth. -LRSD revision of the Crystal Information System Reports at semester provided more in-depth and appropriate information for quarterly reports. -The ADE's identification of 7 First Year Indicators allowed the ALT to focus on a reasonable set of compliance regulations and best practices.</i>

<p><i>test reporting. The formative assessments also provided the facilitators with needed data to develop professional development.</i></p>	
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: <i>The school year began with a multi-year continuation of an ongoing student demographic shift. The current reality is DMMS remains a historic African-American institution for a significant part of the community and is located in the heart of the historic African American community in Little Rock. DMMS has two magnet components to attract students from outside of the traditional attendance zone: gifted and talented and international studies. Competing schools and programs inside and outside the district have left the school currently with a decreasing enrollment especially within their magnet programs. Traditional recruiting efforts are not showing significant success as the student population pool moves further west in the city of Little Rock. As a result, DMMS is receiving an increase in students from other district schools displacing magnet students with more traditional students. Data also shows these students are arriving at the school significantly below level in math, reading skills, and social skills thereby creating an expanded demand for interventions for student both academically and socially. The school has a full time Math Facilitator, a full time Literacy Facilitator, Behavior Intervention Specialists as well as a Parent Involvement Coordinator. Traditional extended learning opportunities and intervention programs are available before and after school but encounter difficulty with attendance and ongoing participation. Various incentives have been incorporated such as evening meals and after school snacks</i>	Current reality of effective practice: <i>-Formative assessments being used in math and English classes to identify barriers and develop interventions. -Teacher professional development is being designed around Differentiated Instruction to address student learning styles. -The master schedule is under review as enrollment numbers fluctuate. -Implementation of intervention resources: Read 180 and Math 180 in intervention classes as well as a 21st Century Grant to provide further support in developing and designing a diverse student extended learning opportunity after school for the upcoming year.</i>

for students and community members, yet attendance has not significantly increased. DMMS works with area colleges, Philander Smith College, to provide students with tutoring and homework assurance. DMMS works to establish student pipelines with area elementary schools with luke warm success due to all the schools in this zone experiencing the same demographic shifts.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

The school year began with a new focus on Career College Readiness (CCR) Plan whereas before school counselors were primarily responsible for working with 8th graders in designing their high school schedule. Under the new plan, the counselors along with CCR teachers assess the students' interests, expose the students to a variety of occupations and professions, develop field experience opportunities, and create a 4 year Career Action Plan.

The school works closely with the community to provide joint community service/student activities: the annual Dunbar Community Festival and the

Current reality of effective practice:

*-Transition teams are in place to help students and families move to middle school in the 6th grade and move to high school in the 9th grade.
-All 8th graders are administered the Kuder Interest Inventory through Career Development Classes as a basis for determining a career interest/areas and possible shadowing experiences.
-Counselors conduct Career Development classroom presentations.
-Counselors assist 8th grade students with developing a four year Career Action Plan for success in college and career.
-Eighth grade Career Development Teachers will assist students in Job Shadowing opportunities.*

Dunbar Community Garden. DMMS provides volunteers for the Arkansas Children's Hospital, the Presbyterian Village, the Angel Tree Network, and is a member of the National Network of Partnership Schools.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

-One of the most meaningful actions (**BOLD**) accomplished this year was the establishment of the **ACADEMIC LEADERSHIP TEAM (ALT)**. The team was comprised a variety of staff, parent, and administration for input from all facets of the school stake holders. By establishing early on a schedule of meetings along with an prescribed agenda format, the **LOCALLY HIRED SCHOOL IMPROVEMENT SPECIALIST** was able to strategically plan for compliance issues, reports, and individual school needs using the traditional school calendar as a means for collecting data without duplicating services or processes. The **INDISTAR** system allowed complete documentation of the entire development of the ALT and the progress accomplished by the team in addressing the seven **FIRST YEAR INDICATORS**.

-The ALT put several items (**BOLD**) into place this year to identify and address student barriers in math and literacy. The use of **FORMATIVE ASSESSMENTS** (pre and post tests) helped recognize existing student barriers and develop PLCs to help teachers address student barriers. This data allowed facilitators and teachers to drill down in student data to identify the authenticity The district's **STANDARDIZATION** of post test expectations was significant in creating reliable data from which quality decisions could be made for students. Teachers were then able to use **BEST PRACTICES** to assist students. Administrators were able monitor best practices threw **CLASSROOM OBSERVATIONS** and evaluated through weekly **OBSERVATION SUMMARIES** provide to each principal by the Locally Hired School Improvement Specialist (LHSIS).

-The ALT used the school's **QUARTERLY REPORT** to dissect current variables affecting student achievement including student attendance, teacher attendance, student failure rate, student discipline, special needs students, and English Language Learners by grade level. From this data, the LHSIS was able to dispel several common misconceptions from staff members regarding student achievement barriers. Once dismissing these perceptions, the team/teachers were able to focus on identified student barriers.

-The ALT used the school's **TARGETED IMPROVEMENT PLAN** to identify four areas for improvement based on the needs of the school and the available student data. The four areas are Student Achievement Barriers/Instructional Programs, Organizational Accountability, School Culture, and School/Community Relations. The three year plan allows the team to develop a plan for full implementation of school improvement Best Practices in an effort to meet and exceed conditions of release from school improvement status by the Arkansas Department of Education.

If anything, what do you intend to change or modify for the year?

-The ALT plans to reflect on current practice after the School Improvement Conference in Hot Springs and make recommendations for 2016-2017 once any new team members have been seated.

-Current plans are to expand professional learning communities opportunities while narrowing the focus school wide on specific growth areas, develop attendance incentives for students and teachers, expand formative assessments to science and social studies classes, and continue regularly monitor Best Practices in classroom instruction.



ARKANSAS
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SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	219	224	229	231	23	12	0	0	0	0	1	1	5	4
7	214	217	212	217	26	19	2	3	3	1	2	1	12	6
8	231	235	230	231	29	21	1	0	1	0	1	2	12	8

Comments/ Clarifications:

- Grade level enrollment was stable throughout the year with less than a 10% fluctuation.
- To put student absences and student referrals into context during the fourth quarter, 41 students were absent for 248.5 days; 162 of the 248.5 were suspensions related to student discipline, 61.5 absences listed “no reason provided”, 5 absences for illness, and 20 absences for health appointments.
- Student discipline consisted overall of 4 students totaling 5 instances. The three largest categories of discipline referrals were repeated violations of category one violations (1 student with 1 instance), fighting (1 students with 1 instance), and skipping (1 students with 1 instance.) All three instances were identified with 1 seventh grader.
- The school employs behavior intervention specialists to help student with behavior problems develop positive interactive plans for students.
- The attendance secretary makes court referrals for students exceeding the state mandated number of absences.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by __Brigance__ Test on __May_____/ 2015__ _____(Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____/_____(Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by __STAR__ Test on __May_____/ 2016__ _____(Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9%	18%	64%	18%	N/A	N/A	51	9	N/A	N/A	26	30
17%	8%	50%	33%	N/A	N/A	105	20	N/A	N/A	30	28
11%	56%	67%	33%	N/A	N/A	185	16	N/A	N/A	29	35

Comments/ Clarifications:

-The total number of teacher absences for the fourth quarter was 18 teachers for a total of 60 days with 36.5 of those listed as sick days, 20.5 were professional leave, and 3 were personal leave.

-The Leadership Team feels the institution of teacher attendance incentives can impacted teacher attendance.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	2	231	19	47	22	6	217	192	N/A	N/A	409	53		26%	30%	13 %
7	31	217	66	44	86	8	177	177	N/A	N/A	354	49		59%	33%	14 %
8	42	231	45	55	53	24	194	194	N/A	N/A	388	45		28%	21%	12 %
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: -Note: District standardization of pre and post test expectations and administration began in the third quarter.

-Only 2 units in math were assessed during the fourth quarter due to amount of testing in math, which included the ACT Aspire Summative, the Brigance, and semester exams.

-A more efficient method of accounting for the number of post-unit assessments with Ds and Fs will be put in place next year.

-Plans for 2016-2017 school year include the use of Math 180 instructional programs, the continuation of formative assessments to student monitor growth, the continuation of before and after school tutoring, and extended learning opportunities in the afterschool program from a 21st Century grant.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	(C)	$(B/A) \times 100 = C$		
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	10	231	13	25	50	13	194	194	207	N/A	595	93*	0	47%	25%	16%
7	16	217	38	65	51	10	189	189	181	N/A	559	59*	0	50%	20%	11%
8	13	231	30	28	48	4	197	201	217	N/A	615	143*	0	50%	25%	23%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Note: District standardization of pre and post- test expectations and administration began in the third quarter.

-Given the submitted data most of the percentages of D's and F's in math fall within a normal distribution in the 3rd and 4th quarter.

-Plans for 2016-2017 school year include the use of Read 180 instructional programs, the continuation of formative assessments to student monitor growth, the continuation of before and after school tutoring, and extended learning opportunities in the afterschool program from a 21st Century grant.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Our student achievement gains and efforts can be seen in a variety of data sources.

Below you will find post-test raw data minus the teacher's name for the fourth quarter. The data is compiled three times a quarter from English and Math classes. The data enables monitoring of the number of students testing, the average pre and post test scores along with the number of Ds and Fs by grade level teacher. Teachers use this data to plan differentiated instruction based on student needs. Administrators use this information to monitor instruction in these classes (Best Practice).

School: Dunbar Magnet Middle School

Quarter: 4

Unit: 1

Report results to principal and district by: Unit 1 - February 5; Unit 2 - March 5; Unit 3 - April 1

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss	# of D's and F's
	6th Grade GT English	1	14	40.0%	14	84.0%	44.0%	2
		2	12	46.0%	14	75.0%	29.0%	3
		4	16	30.0%	16	62.0%	32.0%	6
		5	12	36.0%	11	68.0%	32.0%	4
		6	15	60.0%	15	84.0%	24.0%	2
		8	20	40.0%	20	68.0%	28.0%	6
	6th Grade Pre-AP English	1	19	34.0%	19	35.0%	1.0%	12
		2	19	25.0%	19	25.0%	0.0%	14
		3	15	32.0%	17	30.0%	-2.0%	12
		5	10	24.0%	14	40.0%	16.0%	8
		6	18	48.0%	17	50.0%	2.0%	9

		8	15	39.0%	18	50.0%	11.0%	9
	7th Grade GT English	1	13	30.0%	12	40.0%	10.0%	7
		3	16	40.0%	14	70.0%	30.0%	4
		4	16	42.0%	16	60.0%	18.0%	6
		5	15	36.0%	15	62.0%	26.0%	6
		7	18	40.0%	18	62.0%	22.0%	7
		8	20	46.0%	19	90.0%	44.0%	2
	7th Grade Pre-AP English	1	18	70.0%	19	70.0%	0.0%	6
		3	16	60.0%	15	70.0%	10.0%	5
		4	8	80.0%	9	85.0%	5.0%	1
		5	19	60.0%	20	60.0%	0.0%	8
		7	15	73.0%	15	80.0%	7.0%	3
		8	17	80.0%	17	80.0%	0.0%	3
	8th Grade Pre-AP English	1	22	55.0%	22	68.0%	13.0%	6
		3	15	60.0%	15	73.0%	13.0%	4
		4	19	58.0%	19	84.0%	26.0%	3

		5	20	60.0%	16	65.0%	5.0%	7
		6	14	43.0%	14	57.0%	14.0%	6
		8	21	48.0%	21	67.0%	19.0%	7
	8th Grade GT English	1	12	74.0%	15	74.0%	0.0%	4
		2	9	74.0%	10	82.0%	8.0%	1
		3	11	72.0%	13	84.0%	12.0%	2
		4	18	62.0%	15	86.0%	24.0%	2
		6	15	74.0%	16	98.0%	24.0%	3
		8	18	66.0%	21	72.0%	6.0%	6
	RR English 7	1	4	48.0%	4	67.5%	19.5%	1
	RR English 8	2	4	52.7%	4	65.7%	13.0%	1
	RR English 6	4	7	34.5%	7	51.8%	17.3%	4
	RR English 7	5	3	61.3%	3	80.3%	19.0%	1
	RR English 8	6	6	53.0%	6	58.0%	5.0%	4
	RR English 6	8	6	46.0%	6	66.8%	20.8%	2

Pre/Posttest Reporting

Form

School: Dunbar Magnet Middle School

Quarter: 4

Unit: 2

Report results to principal and district by: Unit 1 - February 5; Unit 2 - May 13; Unit 3 - June 1

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took	Post-Test Average Score	Gain/Loss	# of D's and F's
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					Post-Test			
	6th Grade GT English	1	14	40.0%	14	66.0%	26.0%	5
		2	12	46.0%	14	70.0%	24.0%	4
		4	16	30.0%	16	60.0%	30.0%	6
		5	12	36.0%	11	60.0%	24.0%	4
		6	15	60.0%	15	72.0%	12.0%	4
		8	20	40.0%	20	64.0%	24.0%	7
	6th Grade Pre-AP English	1	19	30.0%	19	80.0%	50.0%	4
		2	19	30.0%	19	90.0%	60.0%	2
		3	15	30.0%	17	80.0%	50.0%	3
		5	10	26.0%	14	80.0%	54.0%	3
		6	18	30.0%	17	80.0%	50.0%	3
		8	15	26.0%	18	75.0%	49.0%	4
					194			49
	7th Grade GT English	1	10	60.0%	12	90.0%	30.0%	1
		3	15	62.0%	14	90.0%	28.0%	1
		4	16	70.0%	16	98.0%	28.0%	0

		5	12	44.0%	15	92.0%	48.0%	1
		7	18	70.0%	18	96.0%	26.0%	1
		8	20	46.0%	19	98.0%	52.0%	0
	7th Grade Pre-AP English	1	18	70.0%	19	70.0%	0.0%	6
		3	16	60.0%	15	60.0%	0.0%	6
		4	8	80.0%	9	80.0%	0.0%	2
		5	19	60.0%	20	75.0%	15.0%	5
		7	15	73.0%	15	75.0%	2.0%	4
		8	17	80.0%	17	90.0%	10.0%	2
					189			29
	8th Grade Pre-AP English	1	22	39.0%	22	58.0%	19.0%	9
		3	14	41.0%	14	56.0%	15.0%	6
		4	18	53.0%	18	73.0%	20.0%	5
		5	19	44.0%	19	67.0%	23.0%	6
		6	15	34.0%	15	54.0%	20.0%	7
		8	23	52.0%	23	76.0%	24.0%	8
	8th Grade GT English	1	12		15		0.0%	

		2	9		10		0.0%	
		3	11		13		0.0%	
		4	18		15		0.0%	
		6	15		16		0.0%	
		8	18		21		0.0%	41
					201			
	RR English 7	1	4		4		0.0%	
	RR English 8	2	4		4		0.0%	
	RR English 6	4	7		7		0.0%	
	RR English 7	5	3		3		0.0%	
	RR English 8	6	6		6		0.0%	
	RR English 6	8	6		6		0.0%	

Pre/Posttest Reporting

Form

School: Dunbar Magnet Middle School

Quarter: 4

Unit: 3

Report results to principal and district by: Unit 1 - February 5; Unit 2 - May 13; Unit 3 - June 1

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain/Loss	# of D's and F's
	6th Grade GT English	1	14	76.0%	14	86.0%	10.0%	2
		2	12	72.0%	14	92.0%	20.0%	1
		4	16	66.0%	16	86.0%	20.0%	2
		5	12	68.0%	11	86.0%	18.0%	2

		6	15	76.0%	15	94.0%	18.0%	1
		8	20	70.0%	20	88.0%	18.0%	2
	6th Grade Pre-AP English	1	19	68.0%	19	80.0%	12.0%	4
		2	19	26.0%	19	70.0%	44.0%	6
		3	15	70.0%	17	90.0%	20.0%	1
		5	10	30.0%	14	70.0%	40.0%	4
		6	18	42.0%	17	80.0%	38.0%	3
		8	15	25.0%	18	40.0%	15.0%	10
					194			38
	7th Grade GT English	1	12	12.0%	12	92.0%	80.0%	1
		3	14	16.0%	12	90.0%	74.0%	1
		4	16	22.0%	14	92.0%	70.0%	1
		5	14	24.0%	10	98.0%	74.0%	1
		7	18	22.0%	16	90.0%	68.0%	1
		8	20	20.0%	15	88.0%	68.0%	2
	7th Grade Pre-AP English	1	18	32.0%	19	94.0%	62.0%	1
		3	16	32.0%	15	82.0%	50.0%	3

		4	8	29.0%	9	67.0%	38.0%	2
		5	19	30.0%	20	56.0%	26.0%	9
		7	15	29.0%	15	78.0%	49.0%	3
		8	17	35.0%	17	82.0%	47.0%	3
					174			28
	8th Grade Pre-AP English	1	23	68.0%	23	78.0%	10.0%	5
		3	15	70.0%	15	72.0%	2.0%	4
		4	21	78.0%	21	77.0%	-1.0%	6
		5	18	66.0%	18	71.0%	5.0%	5
		6	14	70.0%	14	77.0%	7.0%	3
		8	24	75.0%	23	76.0%	1.0%	6
	8th Grade GT English	1	15	50.9%	15	80.2%	29.3%	1
		2	10	61.8%	10	73.8%	12.0%	3
		3	13	51.7%	13	76.9%	25.2%	3
		4	18	55.6%	18	85.0%	29.4%	3
		6	16	65.9%	16	74.1%	8.2%	4
		8	21	59.7%	21	87.8%	28.1%	3
					207			46
	RR English 7	1	4		4		0.0%	
	RR English 8	2	4		4		0.0%	
	RR English 6	4	7		7		0.0%	

	RR English 7	5	3		3		0.0%	
	RR English 8	6	6		6		0.0%	
	RR English 6	8	6		6		0.0%	

Pre/Posttest Reporting Form

School = **Dunbar Magnet Middle School-6th Grade**

Teacher	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre- Test Average Score	# Students who took Post- Test	Post- Test Average Score	Gain/Loss
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Example

Mitchell 4th Math 1 Q1/Unit 2 25 45.8% 23 78.2% 32.4%

Burton 9 Algebra I 6 Q2/Unit 1 26 32.8% 25 82.3% 49.5%

	6th PAP	1	Geometry	24	25.0%	22	85.0%	60.0%
	6th PAP	2	Geometry	13	20.0%	15	74.0%	54.0%
	6th PAP	3	Geometry	18	45.0%	20	90.0%	45.0%
	6th PAP	6	Geometry	13	30.0%	15	63.3%	33.3%
	6th PAP	7	Geometry	21	37.0%	21	71.7%	34.7%
	6th PAP	8	Geometry	19	42.0%	22	78.0%	36.0%
	6th GT	1	Geometry	13	55.0%	17	81.0%	26.0%
	6th GT	2	Geometry	13	59.0%	15	88.0%	29.0%
	6th GT	4	Geometry	12	61.0%	17	92.0%	31.0%
	6th GT	6	Geometry	13	62.5%	15	89.0%	26.5%

	6th Gt	7	Geometry	17	60.0%	20	96.0%	36.0%
	6th GT	8	Geometry	14	58.0%	18	81.0%	23.0%

School = Dunbar Magnet Middle School-7th Grade

Teacher	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre- Test Average Score	# Students who took Post- Test	Post- Test Average Score	Gain/Loss
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Example

Mitchell 4th Math 1 Q1/Unit 2 25 45.8% 23 78.2% 32.4%

Burton 9 Algebra I 6 Q2/Unit 1 26 32.8% 25 82.3% 49.5%

	7th PAP Math	1	Q4/Unit 1	13	29.0%	14	77.0%	48.0%
	7th PAP Math	3	Q4/Unit 1	8	26.0%	8	50.0%	24.0%
	7th PAP Math	4	Q4/Unit 1	11	40.0%	13	72.0%	32.0%
	7th PAP Math	6	Q4/Unit 1	18	31.0%	17	82.0%	51.0%
	7th PAP Math	7	Q4/Unit 1	15	28.0%	13	70.0%	42.0%
	7th PAP Math	8	Q4/Unit 1	19	22.0%	18	66.0%	44.0%
	7th GT	1	Q4/Pre2	21	49.0%	21	90.0%	41.0%
	7th GT	2	Q4/Pre2	14	30.0%	14	72.0%	42.0%

	7th GT	3	Q4/Pre2	12	48.0%	14	83.0%	35.0%
	7th GT	4	Q4/Pre2	16	31.0%	16	77.0%	46.0%
	7th GT	7	Q4/Pre2	13	48.0%	13	90.0%	42.0%
	7th GT	8	Q4/Pre2	19	45.0%	16	77.0%	32.0%

School = Dunbar Magnet Middle School-8th Grade

Teacher	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre- Test Average Score	# Students who took Post- Test	Post- Test Average Score	Gain/Loss
Mitchell	4th Math	1	Q1/Unit 2	25	45.8%	23	78.2%	32.4%
Burton	9 Algebra I	6	Q2/Unit 1	26	32.8%	25	82.3%	49.5%
	Algebra I	1	Q4	25	32.5%	23	79.3%	46.8%
	8th PAP	2	Q4	18	32.6%	16	76.2%	43.6%
	8th PAP	3	Q4	17	22.8%	17	81.5%	58.7%
	8th PAP	5	Q4	19	31.5%	15	77.9%	46.4%
	8th PAP	6	Q4	19	27.7%	17	80.3%	52.6%
	8th PAP	8	Q4	18	20.1%	16	65.3%	45.2%

Example

	8th GT	1	Q4	18	27.4%	17	49.3%	21.9%
	8th GT	2	Q4	14	33.9%	13	85.7%	51.8%
	Algebra I	3	Q4	13	32.8%	13	66.3%	33.5%
	8th GT	4	Q4	18	39.0%	18	82.5%	43.5%
	8th GT	6	Q4	13	26.4%	13	70.0%	43.6%
	8th GT	8	Q4	16	28.3%	16	71.4%	43.1%

Pre/Posttest Reporting Form

School
= Dunbar Magnet Middle School-6th Grade

Teacher	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre- Test Average Score	# Students who took Post- Test	Post- Test Average Score	Gain/Loss
Mitchell	4th Math	1	Q1/Unit 2	25	45.8%	23	78.2%	32.4%
Burton	9 Algebra I	6	Q2/Unit 1	26	32.8%	25	82.3%	49.5%
	6th PAP	1	Q4.2	24	77.0%	18	92.0%	15.0%
	6th PAP	2	Q4.2	13	78.0%	16	93.0%	15.0%
	6th PAP	3	Q4.2	18	71.0%	17	98.0%	27.0%

	6th PAP	6	Q4.2	13	77.0%	15	98.0%	21.0%
	6th PAP	7	Q4.2	21	65.0%	19	99.6%	34.6%
	6th PAP	8	Q4.2	19	66.0%	16	97.8%	31.8%
	6th GT	1	Q4.2	10	82.0%	17	98.0%	16.0%
	6th GT	2	Q4.2	12	88.0%	16	97.0%	9.0%
	6th GT	4	Q4.2	12	87.0%	12	94.0%	7.0%
	6th GT	6	Q4.2	9	77.0%	14	97.0%	20.0%
	6th Gt	7	Q4.2	18	76.0%	18	98.0%	22.0%
	6th GT	8	Q4.2	14	82.0%	14	94.0%	12.0%

Pre/Posttest Reporting Form

School

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Dunbar Magnet Middle School-7th Grade

Teacher	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre- Test Average Score	# Students who took Post- Test	Post- Test Average Score	Gain/Loss
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Example

Mitchell	4th Math	1	Q1/Unit 2	25	45.8%	23	78.2%	32.4%
Burton	9 Algebra I	6	Q2/Unit 1	26	32.8%	25	82.3%	49.5%

	7th PAP Math	1	Q4/Unit 2	16	79.0%	14	92.0%	13.0%
	7th PAP Math	3	Q4/Unit 2	8	78.0%	8	95.0%	17.0%
	7th PAP Math	4	Q4/Unit 2	12	74.0%	13	98.5%	24.5%
	7th PAP Math	6	Q4/Unit 2	16	73.0%	17	92.0%	19.0%
	7th PAP Math	7	Q4/Unit 2	14	79.0%	13	95.4%	16.4%
	7th PAP Math	8	Q4/Unit 2	12	77.0%	18	97.0%	20.0%
	7th GT	1	Q4/Unit 2	21	82.0%	21	95.0%	13.0%
	7th GT	2	Q4/Unit 2	14	86.0%	14	98.0%	12.0%
	7th GT	3	Q4/Unit 2	12	84.0%	14	93.5%	9.5%
	7th GT	4	Q4/Unit 2	16	83.0%	16	94.0%	11.0%
	7th GT	7	Q4/Unit 2	13	85.0%	13	97.0%	12.0%
	7th GT	8	Q4/Unit 2	19	86.0%	16	94.0%	8.0%

Pre/Posttest Reporting Form

School

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Dunbar Magnet Middle School-8th Grade

Teacher	Grade & Subject/Course	Period	Quarter/Unit Test Number	# Students who took Pre-Test	Pre- Test Average Score	# Students who took Post- Test	Post- Test Average Score	Gain/Loss
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Example

Mitchell 4th Math 1 Q1/Unit 2 25 45.8% 23 78.2% 32.4%

Burton 9 Algebra I 6 Q2/Unit 1 26 32.8% 25 82.3% 49.5%

	Algebra I	1	Q4 Test 2	25	88.0%	23	96.0%	8.0%
	8th PAP	2	Q4 Test 2	18	87.0%	16	94.0%	7.0%
	8th PAP	3	Q4 Test 2	17	76.0%	17	95.4%	19.4%
	8th PAP	5	Q4 Test 2	19	73.0%	15	99.0%	26.0%
	8th PAP	6	Q4 Test 2	19	74.0%	17	95.0%	21.0%
	8th PAP	8	Q4 Test 2	18	76.0%	16	98.0%	22.0%
	8th GT	1	Q4 Test 2	18	83.0%	17	97.0%	14.0%
	8th GT	2	Q4 Test 2	14	84.5%	13	94.0%	9.5%
	Algebra I	3	Q4 Test 2	13	88.0%	13	96.8%	8.8%
	8th GT	4	Q4 Test 2	18	88.6%	18	97.7%	9.1%
	8th GT	6	Q4 Test 2	13	80.0%	13	95.6%	15.6%
	8th GT	8	Q4 Test 2	16	84.5%	16	96.5%	12.0%



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: FRANKLIN ELEMENTARY SCHOOL
STATUS: YEAR 4 FOCUS
SITE-BASED SIS: CLARISSA WHITE
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LORI BROWN

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN, SHARESIA WHITE

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: The school year started with a leadership team that consisted of the principal and teacher leaders. The leadership team created a calendar that showed all meeting dates for the year. It was established that during meetings, that minutes and agendas will be kept and presented. Different committees were created to assist the leadership team in assessing indicators and creating task by creating a 30-day plan. Common planning time is given to instructional teams to discuss teaching practices and data.	Current reality of effective practice: Currently the leadership team has added members to the team consisting of a parent, community leader and student rep. The team has also begun to put together a School Community Council for the 2016-2017 school year. The leadership team was meeting once a month for an hour but has increased to twice a month. Common planning time is still occurring with in-depth discussions on data. The leadership team is currently using Indistar to communicate with staff, parents, and community stakeholders. However, all stakeholders are not logging on to Indistar so the team is creating a way to communicate to stakeholders. Professional development will be provided on collecting and using data.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: During the beginning of the year Instructional teams are given common planning time to use the curriculum map to plan lessons and interventions. Teachers use the map to determine which skills will be taught and when tests are administered. Teachers are expected to follow the pacing of the curriculum maps. The first quarter no pre- and post-tests were administered. However, teachers used this time to do screeners, learning style inventories, and teach routines and procedures.	Current reality of effective practice: Starting the second quarter, teachers were provided the district's expectations for administering pre- and post-assessments for literacy and math. Teachers were provided training during PLC's on creating pre- and post-tests and provided a schedule on when to administer pre- and post-assessments and when data was due to the leadership team. Pre- and post-tests are administered every three weeks. Teachers were given a Pre/Post Assessment Student Score Report form to document results. Classroom teachers are afforded an opportunity to collaborate with grade level team members and the school's data team to further analyze data. The data collected is used to modify lessons and differentiate assignments for students, providing extra help for some and enhancing the assignments for others. Professional development will be provided for creating pre- and post-tests and analyzing data collected.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: Franklin currently uses the parent compact provided by the Little Rock School District. This is provided to parents during school registration at the beginning of the school year. It is then housed in the student’s permanent record folder (PRF). Franklin has a parent coordinator that meets with a committee monthly to develop ways to increase parent involvement. A parent meeting is held monthly at the school. During the month of January, parents did a service project. The parent coordinator developed a reading/math plan for parents that will assist parents in helping their child with reading and math. Reading and Math Night was provided for parents to attend. This allowed teachers to provide parents with strategies on working with children on reading and math.	Current reality of effective practice: The leadership team met with the staff to get suggestions on making changes in the current parent compact and how parents, school staff, and students will share responsibility for improving academic achievement. It was suggested to recreate the compact but to first create a committee of parents, staff and students so that they are given the opportunity to give input for the parent compact. During open house, an explanation of the compact and expectations are provided. Make compact on triplicates so that parents are given a copy of signed compact during registration.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: Franklin assessed this IMO as Limited Development. Currently we implemented college and career preparation at the fifth grade level. This is under the leadership of the school counselor. Students research different careers and have the opportunity to job shadow a person in the area in which they researched, if possible. The Gifted and Talented teacher also has a campaign in which the staff members wear buttons that read "Ask Me About College". When a student reads the buttons the staff member explains to them ways they can and will go to college. Our Pre-K classrooms also have a career dress up box. Students can dress up in clothing of different careers such as doctors, firemen, teachers, dentists and cooks, just to name a few. The teacher has a discussion with the students as to what the clothing they chose represents. We do not have a process of tracking recent graduates at this time.	Current reality of effective practice: Although Franklin has limited development, we view this as a high priority and relatively easy to address and can be accomplished within current policy and budget. The leadership team had the opportunity to meet with staff to get suggestions on how this can become policy. Pre-K teachers suggested adding a career day parade around the school so that students can display their career of choice. Other suggestions were to implement school-wide assemblies that will allow students to meet people with different careers, include career study in lesson plans, and create a road map to their career of choice. In the area of college readiness, many suggestions were given. First, create an area in the school to display college banner, poster, and staff college memorabilia. Second, invite a variety of colleges to come and speak to students during an assembly. The leadership team discussed ways to track student graduation rate. It was decided that using the AS400 as a way to track students. However, this will only keep track of students that remain in the Little Rock School District through graduation. Another suggestion was to have a Franklin Alumni Day. Students/Graduates that attended Franklin will return to Franklin as guest speakers. This will be advertised the same way as High School Alumni Reunions. This school year was used as the planning and preparation so that implementation can begin during the 2016-2017 school year.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The Leadership Team met with committees monthly and made changes based on monthly meetings. The most meaningful decisions/actions made by the Leadership team this quarter were implementation stages of RTI & PBIS. Once the RTI & PBIS teams began looking at data, decision making, and drafting plans for 2016-2017 staff became revived and hopeful that these actions would put Franklin on the road to success with literacy and behavior.

If anything, what do you intend to change or modify for the year?

2016-2017 year changes will include ongoing training/implementation RTI/PBIS. Pre/Post Assessment calendars have been aligned to the master calendar that includes, PD/analysis of data. PBI & RTI calendars include weekly meetings to look at data. Each of these teams is led by motivated, eager to learn staff.

SCHOOL LEADERSHIP TEAM'S REPORT 4th QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2 & 3 -STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Total # of ODRs referred to the office				Number of students with 5 or more referrals			
	1 st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
P3/P4	18/39	17/33	17/34	16/34	0/0	0/0			0/0	0/1	0	0	0	0
K	57	56	58	57	4	3			1	1	0	0	0	0
01	47	46	49	48	9	3			1	1	0	0	0	0
02	50	49	54	51	16	2			5	7	0	0	0	0
03	50	50	51	51	9	1			0	3	0	0	0	0
04	47	51	52	54	11	1			7	5	0	0	0	0
05	40	42	42	42	8	1			10	8	0	0	0	0

Comments/ Clarifications: This report shows that the number of students enrolled have been consistent only fluctuating between 2-3 students between quarters. However, during the fourth quarter (March 28-June 2), 13 new students have enrolled at Franklin and 7 students have withdrawn. The report also states that we have no students with 5 or more referrals. Since our last report, we have started to enter the number of students that are sent to the office for minor infractions. The Positive Behavior Interventions and Supports Team have decided that for the 2016-2017 school year all staff will use Class Dojo. This is a tool that tracks multiple student behavior types and the number of occurrences. This program gives a report of student infractions in multiple areas. The Leadership Team and Positive Behavior Interventions and Supports Team also have a program that will trace the number of times a student is out of class because of behavior. There are not a large number of students with fewer than five referrals because this only gives the number of students that have been suspended. However, there are a large number of students with Office Discipline Referrals mainly in the intermediate grades. According to the Little Rock School District Handbook, these are category one and two offences. Currently, we are using Falcon Bucks to reinforce positive behavior. Students earn Falcon Bucks from all staff when displaying positive behavior. On Fridays the Falcon Buck Cart goes around to each classroom and students can buy items off the cart. The Positive Behavior Interventions and Supports Team is currently working on a plan to assist those students with 5 or more ODR's.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Number of students who have been absent 10 or more days (20% absence rate)				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>Developmental Reading Assessment (DRA) August/May</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory August/May</u> (Month Determined)	
	1st	2nd	3rd	4th	1st	2th	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter
P3/P4	0/1	1/6	4/9	1/5	0/0%	0/0%	0/0%	0/0%				
K	3	2	9	2	0%	0%	33.33%	33.33%				
01	0	2	5	1	0%	0%	25%	25%				
02	0	2	4	0	0%	100%	100%	0%				
03	1	3	2	0	0%	0%	0%	0%	4	2	22	18
04	0	0	4	0	0%	66.67%	33.33%	33.33%	4	8	38	30
05	0	1	3	0	0%	0%	50%	50%	5	4	25	21

Comments/ Clarifications: This report shows the number of students that have missed 10 or more days. Franklin follows the Little Rock School District Policy on student attendance. It is the responsibility of the parent/guardian to see that the student attends school daily. The parent/guardian is to notify the school attendance secretary by noon of the date when a student is absent. Failure to do so will result in the absence being recorded as unresolved, unless the principal extends the verification period. Full day or part day absence will be resolved for personal illness, family emergency or an unusual cause acceptable to the principal. Teachers will include daily class work for which grades will be given as a means of encouraging good attendance. Daily classroom activities provide necessary preparation for maximum levels of achievement on tests and other forms of student elevation. After 3rd absence, Parent Link notifies the parent of student absences or notification will be sent to the parent by letter the next day. After the 6th absence, the Attendance Secretary notifies the parent of number of absences and the building principal will schedule a conference with the parent to discuss interventions and possible denial of credit after 12 accumulated absences. After the 9th absence, a referral is made to the Juvenile Court and parents are notified. The 12th absence results in a conference with the parent, documentation of absences were sent to the student's address on record, and administrator denies promotion and parent is notified. This report does not give the number of students that are tardy. Franklin has an average of 25-30 plus tardies per day. This is a large percent of teaching time lost. Data collected from

teachers and students suggest the following incentives for coming to school on time in hope of correcting this problem: academic field trips every quarter, extra Falcon Bucks, shadowing a staff member twice a quarter, and/or a game day per quarter.) During the fourth quarter (48 days) teacher absences have decreased. 94% of teacher absences were sick leave, 0% professional leave, 69% personal leave, 0% jury duty, and 0% military leave. Because of the high number of sick days, we have started what we call "Treat Yourself Thursdays". This is a class that will teach you how to deal with stress and day-to-day things that may be overwhelming. This has had a positive effect on teacher attendance.

The Scholastic Math Inventory is given to students at the beginning, middle, and end of the school year to determine if students are Below Basic, Basic, Proficient, or Advanced. Because there are a large number of students that are 2 or more years below grade placement in math, we have made changes in the way math instruction is taught. We have increased the amount of time teachers are teaching calendar math. We are using the Every Day Calendar Math kits that reinforce skills for every strand in the area of math. The teacher will begin each lesson with an opening in which he/she will review a previous lesson asking high level thinking questions that will give a quick check for student understanding. Next, the teacher will go into a mini lesson on the skill(s) for the day. The class will then break into small groups. In groups teachers will reinforce the skill and provide extra practice. This is where the teacher will provide differentiated instruction with fidelity. In Math, a pre- and post-test is given at the beginning and end of a three week period. The data collected from the pre-test is used to group students by their needs so that differentiated instruction is provided for each group. The post-test data is used to determine who will need more interventions. After the three week period, a post-test is given to determine student mastery.

In reading, if no data from the previous year is provided, students are assessed at the beginning and end of the year using the Developmental Reading Assessment (DRA). Students are placed in groups according to their instructional reading level. Teachers use leveled readers to guide instruction for small groups. At the beginning of the year, students had to complete the Comprehensive Language Screener from the Journey's Textbook adopted by the district. The data collected from the screener allows the teacher to see what skills students have not mastered so that they may provide interventions. In the areas of Reading, Writing and Language Arts, teachers give a pre-test that is generated using The Learning Institute (TLI) over the skills that will be taught during a three week period. Teachers then administer the post-test. Data collected from the post-test is used to determine which students need further interventions. Teachers are also required to follow the Comprehensive Literacy Model. The LRSD Elementary Literacy Program is a comprehensive program of instruction that addresses the component aspects of literacy development (reading, writing, speaking, listening, and viewing), through a set of related goals/activities/measures with the long-term aim of improved achievement in literacy for all students.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level	Total number of D's or F's in Math this quarter	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
P3/P4	0/0	16/34														
K	0	57														
01	0	48														
02	0	51														
03	3	51	9	15	5	1	47	46	37	N/A	130	61				47%
04	3	54	8	25	6	7	48	23	0	N/A	71	38				54%
05	1	42	13	15	18	14	39	20	39	N/A	98	30				31%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: During the fourth quarter, three pre-and post-tests were administered. Teachers use the curriculum map as a guide on creating the pre- and post-tests. They look at the skills that will be taught over a three week period and develop a pre-test that will assess the students on those skills. The teachers may use questions from The Learning Institute or develop their own set of problems. This test is given on a Monday. The teachers then use the data collected to determine which students will be in a group. Some students will need advanced lessons while others will need reinforcement along with whole group lessons. This allows the teacher to differentiate the instructions. This data also allows the Principal to utilize the specialist (interventionist) and the paraprofessionals to provide interventions for students that need extra support. After the end of the three week period, teachers then administer the post-test. Teachers then sit in grade level PLC and discuss data. They determine if a student has mastered the skills or will need to have further interventions. Teachers use the Instructional Analysis Tool to determine if it may be curriculum or instruction why students may not have mastered a skill. Go Math, Reflex, First in Math, and TLI are used for interventions. Scholastic Math Inventory (SMI) is administered in September, January, and May. This screener is used to determine student growth in the area of math. The leadership team has discussed the inconsistency of pre- and post-assessments that are given during 2-4 quarters. One suggestion the team made was to create a plan as to how pre- and post-tests were not administered during their time of absence. Also, Professional Development will be provided on using data collected from assessments given. The leadership team also discussed the inconsistency of students with D's and F's on report cards with the D's and F's on pre- and post-assessments. Teachers give chapter tests on the skill that is being taught from the text book that has already been created, but the pre- and post-assessments are created using The Learning Institute. One suggestion is to use the same format of questioning from the weekly test on the pre- and post-tests.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
P3/P4	0/0	16/34														
K	0	57														
01	0	48														
02	0	51														
03	2	51	8	22	2	6	48	48	29	N/A	125	63				50%
04	10	54	18	0	9	13	42	42	0	N/A	84	55				65%
05	7	42	23	27	19	28	37	38	38	N/A	113	31				27%
Example							100	90	95	N/A	285	57	20%			

Comments/Clarification: The same applies for literacy. Teachers use the curriculum map to determine what skills will be taught over a three week period. They then create a pre-test using The Learning Institute or they create their own test on the skills that are going to be covered. The teachers then look at the data to determine groups. This allows the teacher to differentiate and assist with whole and small group instruction. Specialist (interventionist) and paraprofessionals are used to provide interventions along with the whole group lessons and small groups. Teachers use Think Central, leveled readers, The Learning Institute, and STAR reading to provide interventions. At the end of three weeks of teaching the skills, teachers administer the post-test. In grade level PLC's teachers look at the data and determine if re-teaching is needed. They also use the Instructional Analysis Tool to determine if it is a curriculum or instruction problem. The Developmental Reading Assessment is given at the beginning of the year and mid-year to determine the students reading range. The STAR test is also given at the beginning of the year and mid-year. This test gives students a range to assist with choosing books from the library. It also gives teachers a road map of interventions for each student that will prepare students for the ACT Aspire Assessment. The leadership team will provide professional development on using data collected from assessments. This will assist the teachers in using data to drive instruction. The same as math, the leadership team discussed the inconsistency of students with D's and F's on report cards with the D's and F's on pre- and posts-assessments. Teachers give weekly tests on the skill that is being taught from the text book that has already been created, but the pre- and post-assessments are created using The Learning Institute. One suggestion is to use same format of questioning from the weekly test on the pre- and post-tests.

LEADERSHIP TEAM REPORT CONTINUED

Elements for an Effective School-wide Reading Program - Quality of Implementation for each element:

Element	Initial Grades K – 2	Initial Grades 3 – 5
Goals, Objectives, Priorities	11.4/14	9.3/14
Assessment	15.4/20	13.3/20
Instructional Practices and Materials	17.8/22	21.8/28
Instructional Time	10.4/14	4.7/6
Differentiated Instruction, Grouping	6.9/10	8.7/10

Administration, Organization, Communication	6.7/12	7.9/12
Professional Development	5.68/8	7.1/10
(Percentage) Total Score:	70/100	71/100

Comments/Clarification: The LNA results identified “Instructional Practices & Materials” as strength at Franklin Elementary. All teachers will continue to be trained in, and expected to implement, the comprehensive literacy model with fidelity. While the identified areas of focus are “Goals, Objectives, and Priorities,” teachers state that it is the district’s pacing of the goals and objectives that make re-teaching or interventions difficult. Therefore, “Differentiation” will be our primary focus as we revisit the curriculum map to determine how more students can meet grade-level expectations by meeting their needs during the initial lesson by differentiating core instruction. Specific strategies on differentiating instruction, professional development, and classroom support will be provided during this process.

LEADERSHIP TEAM REPORT CONTINUED

Behavior (PBIS) - Tiered Fidelity Inventory

Core Features	Initial	
Tier I	<u>20/30</u>	67% implemented
Tier II	<u>0/26</u>	0% implemented
Tier III	<u>17/34</u>	50% implemented

Comments/Clarification: According to the Behavior Needs Assessment Report, Franklin's strengths are as follows:

- The leadership team is in place and operating
- School-wide expectations are defined
- Classroom routines and expectations are defined and taught

Areas of Needs are:

- School-wide discipline systems and practices are inconsistent with teaching and rewarding expected behavior and defining clear procedures for addressing problem behavior
- Respect between students and teachers
- Bullying behavior is commonly observed
- There is inconsistent enforcement of the student code of conduct
- Data is not used for decision making

With the data that was given, the following recommendations were given:

- Focus on school-wide systems and practices especially teaching school-wide expectations to students, recognizing and rewarding positive behavior from students, clarifying a procedure for identifying and handling problem behaviors, and developing a plan for collecting, analyzing, and using data for decision making.
- Address bullying as part of our behavior education plan.
- Provide training and support to staff to increase consistency in carrying out these practices

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



DISTRICT: LITTLE ROCK
SCHOOL: MARTIN LUTHER KING
STATUS: FOCUS - ACHIEVING
SITE-BASED SIS: BARBARA GRIGGS
EXTERNAL PROVIDER: NA
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARES A WHITE

SUPERINTENDENT: MR. POORE
PRINCIPAL: KAREN CARTER

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: The King Leadership Team has been in place for 4 years. In that time we have focused on student growth and achievement. The team completed walkthroughs to observe student engagement, provided surveys to teachers to determine needs, and analyzed student data (academic, school climate, etc.) to determine needs of the school. The data showed that overall the school was improving academically and the culture of the school had changed to one where students became the main focus of everything that we did. Based on this information the team determined that the focus for the 2015-16 school year would be developing strong, standards based assessments (Pre and Post tests), differentiated instruction and meaningful assignments. All PD for the school year would be based around these 3 areas that essentially intertwined in a very good way.	Current reality of effective practice: The staff was provided a variety of PD throughout the school year based on the 3 focus areas. The ADE requirement of Pre and Post testing fit into our focus of strong, standards-based assessments. The teachers and administration decided to use TLI quiz builder to assist in creating the pre and post tests. They determined that it was important to have multiple choice questions and an open-response item on each math and literacy test. The current reality is that the staff learned how to create an effective assessment that would provide data that would improve whole group and small group instruction. In the beginning, the teachers looked at the questions for each of the standards and would choose one or two questions. By the 2 nd semester the teachers evaluated the questions before choosing, determined the prior instruction required for mastery, and decided if the question was appropriate

The team also decided to apply for the Leadership Team Academy through the Arkansas Leadership Academy. The team was accepted and attended the first session in January.

for the standard to be taught. The teachers took the time to develop a test that would provide important information that would allow them to improve their instruction. They also maintained a high expectation for all students throughout all of the assessments.

Differentiated small group instruction has expanded throughout the school year. In the beginning small group instruction usually was seen through reading groups. Currently when staff attend weekly grade level planning sessions the teachers spend time planning instruction for differentiated small groups in both reading and math. Also, through administrative observations we have seen more small groups being implemented into the classroom. The teachers truly see the value of small group instruction in both areas. During end-of-the- year evaluations when asked how they felt about the school year most teachers replied that their small group instruction had improved.

The Leadership Team completed Year I of the Leadership Team Academy. They updated their team norms and created a Team Charter. Through the process they have learned how to look at the culture of the team and how to work more closely together in order to improve student achievement. At the request of the team we are currently applying for Year 2.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: A yearly calendar was created to show the unit of studies that would take place for the year including all pre and post test assessments. The teachers used TLI Quiz Builder to make their pre/post assessments. They selected the standard to be taught and randomly selected questions under that standard. The students did not do well on these assessments and the teachers questioned how the assessments were helpful if the students missed all of the questions.	Current reality of effective practice: The implementation and results of the Pre and Post tests has shown great improvement over the school year. At the beginning of the school year the teachers would select questions from the TLI Quiz Builder because the questions would be found under the standard that the teacher was planning on teaching. By the 2 nd semester the teachers, along with the instructional coach facilitating, began to examine the questions and determine whether the question would be appropriate to test the standard that was being taught. The teachers also began to bring in other resources to gather questions and begin to develop their own questions for the assessments. Based on the results of the assessments the team has decided to maintain a focus on small groups and differentiated instruction based on assessments. After reviewing the data, including 1 st and 2 nd state testing results, we are seeing an overall increase in achievement.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.	
Current reality of effective practice from the beginning of the year: The school revised the school compact in 2014 and it is the one that the school currently uses. It is provided to the parents at registration and the school requests that they review it with their child and return it at the beginning of the school year. At that time the teachers and administration also sign off on it. The compact is reviewed during parent conferences. The compact is in place but it is not a fully functional compact at this time.	Current reality of effective practice: Parents were provided a number of resources that provided them information in regards to their child’s academic achievement this year: <ul style="list-style-type: none"> • DRA Results • Math and Literacy Star Progress Monitoring • Pre and Post tests results • Ed-Line • State tests results These results allow parents to understand their child's needs and areas they can assist in when helping their child. Through the team and results of a variety of surveys provided by the ADE the team has determined that we must provide our parents and students more information, in a variety of ways, so that everyone is responsible for improving academic achievement. It was determined that we must do more than just share information with parents but that we must make them a part of the information in order to continue to increase student achievement. Over the course of the year the team and staff have created several new forms of communication in order to ensure that all stakeholders are working together. The following have been created and are ready

	<p>for implementation.</p> <ul style="list-style-type: none">• Student led conferences• RTI Quarterly Report Cards for parents• RTI Brochure (Literacy, Math and Behavior)• Annual Assessment Card• Transition Meetings for each grade level <p>The team determined that our parents must be a part of the daily instruction and any and all interventions that are put in place for their child. These revisions will fully implement our current compact.</p>
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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: The district provides a guidance plan in the LRSD Student Handbook each school year. This plan is discussed each year at the Title I parent meeting held at the beginning of the school week.	Current reality of effective practice: The school will continue to provide this information to parents. The school also decided that even though we talk to our students about different career opportunities we decided to implement a career week for next year.



LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

Through the process of reviewing the indicators and reading the Wise Ways explanations the team made several important decisions this past quarter to implement for next school year. The team believes that through these actions that our student achievement will continue to increase.

- Committees have already been determined (teacher decided) and action plans have been put into place
- The team decided to work with the PBIS team in hopes of assisting them to make a smooth implementation into PBIS
- Team decided to apply for Year 2 of the Leadership Academy
- Developed leadership team schedule and format for next year

The team continues to develop into a team that understands the importance of their job. They understand the part that they play in the improvement of student achievement at King Elementary. They are a more cohesive team that recognizes the individual and cultural differences amongst the Leadership Team and staff.

If anything, what do you intend to change or modify for the year?

The team will continue to operate in the same manner. The team has shown tremendous growth and will continue to work to improve

student achievement at King Elementary.



SCHOOL LEADERSHIP TEAM'S REPORT 4th QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2 & 3 -STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Total # of ODRs referred to the office				Number of students with 5 or more referrals			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	61	60	60	54	8	0			8	6	0	0	0	0
1	66	66	63	65	8	0			15	5	0	0	0	0
2	69	68	66	67	8	0			14	2	0	0	0	0
3	76	77	76	74	12	0			18	4	0	0	0	0
4	69	70	69	68	11	0			9	6	0	0	0	0
5	64	65	65	66	8	0			11	3	0	0	0	0
					8	0								

Comments/ Clarifications:

The number of office referrals decreased by 65% this quarter. This is due to a variety of reasons:

- Teachers put in place more interventions that allowed students the opportunity to remain in the classroom
- Students and staff were focused on testing
- Principal maintained upstairs hall office to monitor students and staff
- Instructional aides used music and dance on the playground for all grade leve

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Number of students who have been absent 10 or more days (20% absence rate)				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>DRA</u> <u>August</u> / <u>May</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>STAR MATH</u> <u>September/</u> <u>May</u> (Month Determined)	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	0	3	1	33.33 %	33.33 %	33.33%	0.00%	0	0	0	0
1	0	2	2	0	0.00%	100%	33.33%	0.00%	0	0	2	2
2	2	0	2	0	0.00%	33.33 %	100%	33.00%	0	0	3	3
3	1	1	3	1	33.3%	0.00%	33.33%	0.00%	4	4	5	4
4	0	3	3	0	0.00%	0.00%	50%	0.00%	3	1	3	3
5	0	2	3	0	0.00%	0.00%	0.00%	33.33%	1	0	1	1

Comments/ Clarification

Teacher Attendance: Teacher attendance increased this quarter because we have not had teachers out due to family concerns. The school did not have staff out for extended days for professional development. The PBIS team is creating and implementing an action plan to provide incentives for teacher and student attendance.

DRA Scores: There were only 5 students below grade level based on the DRA score. All 5 students are currently identified as special education students and are receiving services. The RTI team has created an action plan to ensure that these classrooms (special education) provide concurrent reading instruction that aligns with weekly core instruction.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

404	Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
				1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
	K	0	60	0	0	4	0										
	1	0	63	0	0	3	4										
	2	0	66	0	0	7	2										
	3	6	76	5	15	1	11	71	69			140	47			65%	34%
	4	2	64	13	21	8	6	60	57			110	53			73%	48%
	5	15	61	13	17	12	10	57	60			117	42			61%	36%
	Total							188	886			367	142			67%	37%

Comments/ Clarifications:

In order to keep our assessments focused, efficient, rigorous, and available for a quick turn-around for data collection, we have elected to create test with 10 questions. The drawback with a short assessment is students' ability to make an A/B can be difficult. We examine each standard tested and have shown promising gains in the number of students increasing proficiency levels on standards. This is true even when the letter grades for the test as a whole do not reflect mastery.

Open response questions continue to be difficult for our students and we include an open response on each test. (The open-response item is worth 2 – 4 points of the 10 available points.) We understand that our students score higher if the test includes only multiple choice questions but we feel it is important to continue to have an open-response question on the test so that we can continue to assess students' progress on open-response items.

The percent of students that made a D or an F on a unit test decreased by an average of 30 percentage points. The team believes this is because of the time the teachers took to select quality questions that matched the standards-based instruction. The number of students making a D or an F for the quarter was 25 percentage points below in comparison to the unit tests.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level	Total number of D's or F's in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
K	0	60	0	5	8	0										
1	0	63	13	10	13	20										
2	0	66	9	13	23	16	73	70			143	60			55%	53%
3	12	76	22	24	26	20	60	60			120	63			47%	28%
4	8	64	26	21	7	10	57	70			127	35			41%	42%
5	7	61	13	16	16	8	190	200			374	158			48%	20%
<i>Example</i>																

Comments/Clarification:

In order to keep our assessments focused, efficient, rigorous, and available for a quick turn-around for data collection, we have elected to create test with 10 questions. The drawback with a short assessment is students’ ability to make an A/B can be difficult. We examine each standard tested and have shown promising gains in the number of students increasing proficiency levels on standards. This is true even when the letter grades for the test as a whole do not reflect mastery.

Open response questions continue to be difficult for our students and we include an open response on each test. (The open-response item is worth 2 – 4 points of the 10 available points.) We understand that our students score higher if the test includes only multiple choice questions but we feel it is important to continue to have an open-response question on the test so that we can continue to assess students’ progress on open-response items.

The percent of students that made a D or an F on a unit test decreased by an average of 28 percentage points. The team believes this is because of the time the teachers took to select quality questions that matched the standards-based instruction. The number of students making a D or an F for the quarter was 25 percentage points below in comparison to the unit tests.

407

LEADERSHIP TEAM REPORT CONTINUED

Elements for an Effective School-wide Reading Program - Quality of Implementation for each element:

Element	Initial Grades K – 2	Initial Grades 3 – 5
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Goals, Objectives, Priorities	13.2/14	13.2/14
Assessment	17.1 /20	14.7/20
Instructional Practices and Materials	20.9 /22	19.7/28
Instructional Time	11.8/14	4.6 /6
Differentiated Instruction, Grouping	8.2 /10	7.9 /10
Administration, Organization, Communication	8.9 /12	8.7 /12
Professional Development	7.4 /8	8.6 /10
(Percentage)		
Total Score:	87.5/100	77.4/100

Comments/Clarification:

The King RTI Team has received 2 days of professional development provided by the ADE. The team has developed an action plan with the following 2 goals:

- Description of the school's RTI essential components are shared with parents.
- Coherent mechanism is implemented for updating parents on the progress of their child.
- Parents are involved during the decision making of RTI elements.
- Ensure all stakeholders are informed about student progress and understand all aspects of data and the impact on student growth and performance.
- Ensure all concurrent reading instruction aligns with weekly core instruction.

LEADERSHIP TEAM REPORT CONTINUED

Behavior (PBIS) - Tiered Fidelity Inventory

Core Features	Initial	
Tier I	<u>13</u> /30	% implemented
Tier II	<u>1</u> /26	% implemented
Tier III	<u>21</u> /34	% implemented

Comments/Clarification:

The King PBIS Team has received 2 days of professional development provided by the ADE. The team has developed an action plan with the following 2 goals:

- Ensure school wide expectations are a part of the culture of King Elementary

- All staff, students, and stakeholders participate in a universal management and reward system

The team has developed school wide expectations based on staff and student input and surveys. A behavior matrix and lesson plans have been created and professional development for next year is in the planning process. The team will have planning sessions this summer to complete the PD plan.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

DRA Level of Proficiency

Teacher	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
1A	70%	70%	65%	65%	76%	71%	67%	67%	64%
1B	90%	90%	90%	100%	100%	100%	95%	91%	74%
1C	88%	88%	88%	94%	94%	94%	83%	83%	56%
2A	52%	57%	77%	77%	81%	78%	91%	78%	78%
2B	60%	70%	70%	80%	90%	81%	81%	71%	71%
2C	60%	65%	65%	64%	72%	86%	86%	91%	83%
3A	75%	75%	79%	79%	79%	80%	88%	88%	88%
3B	67%	63%	63%	63%	63%	63%	76%	80%	80%
3C	70%	65%	65%	70%	71%	71%	78%	83%	83%
4A	70%	75%	80%	80%	80%	80%	81%	81%	81%

4B	65%	50%	65%	65%	65%	67%	67%	67%	67%
4C	65%	65%	80%	80%	85%	85%	85%	85%	86%
5A	89%	78%	78%	78%	78%	78%	79%	79%	79%
5B	78%	78%	77%	77%	77%	77%	86%	86%	86%
5C	79%	63%	79%	79%	84%	89%	100%	100%	100%

MLK DRA Data Analysis

Developmental Reading Assessment (DRA) assesses students' reading achievement in Reading Engagement, Oral Reading Fluency, and Comprehension. It provides information to identify students' independent reading levels and the next steps to take to help students improve their reading skills. This reading assessment has been designed to scaffold real reading situations in which students are placed daily. In this context, teachers can make purposeful decisions about student achievement based on observations and a careful analysis of student responses using well-researched criteria. The data represents students reading on or above grade level each month.



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DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: PULASKI HEIGHTS ELEMENTARY
STATUS: FOCUS SCHOOL YEAR 1
SITE-BASED SIS: PAULA KERR
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITTMAN AND SHARESIA WHITE

SUPERINTENDENT:
PRINCIPAL: LILLIE CARTER

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: At the start of the 2015-2016 school year, the School Leadership Team consisted of the Principal and four teachers meeting once per month to discuss the ACSIP plan and revisions that needed to be made. Instructional Teams of grade level teachers meet once per week during common time to plan weekly instruction and a Parent/Teacher governing board consisting of PTA officers, two classroom teachers and the Principal meet once monthly to plan parent involvement activities and fund raisers that support our school garden, art programs and student competitions. In October of 2015, our school was identified as a year 1 Focus School by the Arkansas Department of Education. At which time, the dynamics of our Leadership Team changed. A teacher from each grade level, three specialists and the building Principal now comprised the team. The Leadership Team developed bylaws for	Current reality of effective practice: The current School Leadership team consists of 5 classroom teachers, the school counselor, the gifted and talented specialist, the school improvement specialist and the school Principal. The Leadership Team schedules two meetings per month at previously determined times. Each meeting has a specific focus which is addressed on the agenda that is disseminated to team members prior to the meeting. Agenda items to be addressed include previous meeting minutes, local assessment data to be reviewed, indicators to be addressed and any decisions regarding our data, professional development needs and student achievement.

all teams meeting at Pulaski Heights Elementary that guide and give each team structure.	
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: At the beginning of the 2015-2016 school year, the instructional teams reviewed local data, i.e. SOAR/TLI assessments, Scholastic Math Inventory, IOWA and end of previous year's DRA and Math Inventory results to determine appropriate groupings, skill/strategy focus, and differentiation of instruction and tiered interventions.	Current reality of effective practice: Beginning in October of 2015, instructional teams met regularly with the school improvement specialist to develop quick formative assessments at the beginning and end of lessons or units to determine mastery of standards-aligned objectives. After each assessment, the team along with the school improvement specialist met to analyze the results. A specially designed data analysis document was used to record student scores and specific skills that need to be further addressed through differentiated assignments targeting weaknesses. The results of the pre and post unit assessments and analysis reports were shared with the school and district leadership teams for their review.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: A Title 1 School and Family Compact was sent home with all families during August 2015 registration. The document reflects how parent, student and teacher all plan to work together to achieve state standards. The plan includes the following: <u>Parent/Guardian Agreement</u> -See that my child is punctual and attends school regularly -Support the school discipline policy -Establish a time for homework and review homework regularly -Provide a quiet, well lighted place for study -Encourage my child’s efforts and be available for questions -Stay aware of what my child is learning -Provide a library card for my child - Read with my child and let my child see me read <u>Student Agreement</u> -Attend school regularly -Come to school each day with pens, pencils, paper and other necessary tools for learning -Complete and return homework assignments -Observe regular study hours -Conform to rules of student conduct	Current reality of effective practice: The current reality remains the same.

<p><u>Teacher Agreement</u></p> <ul style="list-style-type: none"> -Provide appropriate and meaningful homework assignments for students -Provide necessary assistance to parents so that they can help with the assignments -Encourage students and parents by providing information about student progress -Use special activities in the classroom to make learning enjoyable. <p>All parties sign this compact and a copy is filed with the school Parent Involvement Coordinator.</p>	
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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<p>Effective Practice within Category: Post-Secondary School Options (VA01)</p> <p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
<p>Current reality of effective practice from the beginning of the year:</p> <p>The school counselor has specific lesson plans for all Kindergarten</p>	<p>Current reality of effective practice:</p> <p>As this practice continues at Pulaski Heights, students are learning at an early age to begin thinking about their college education and</p>



LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

As the school year progressed, student tardies, discipline and lack of engagement with our lowest performing students remain a concern. The Leadership Team elected to send a staff member to attend summer professional development to learn about the Kagan Model for student engagement. School Title 1 funds will be used for this endeavor. Upon returning to school in August of 2016, this staff member will share her experiences with instructional teams and offer recommendations for infusion of specific strategies in all classrooms.

through fifth grade classes that address career study.

All fifth grade students participate in a week of "job shadowing" during the month of February. Students may choose to shadow a parent, family member, teacher or community member and find out what is needed to be successful in their chosen careers. When students return, they reflect and share their experiences with the counselor and their classroom teachers.

At the end of the school year, the counselor meets with fifth grade students to help them choose and review their middle school choices for their academic schedules. This process helps students be aware of their current instructional progress and where they are going to achieve the most success.

their professions beyond to learn what kind of knowledge skills are needed to be successful.

If anything, what do you intend to change or modify for the year?

The Leadership Team understands the importance of consistency in infusing any common strategies on a school-wide basis and recommend that Title 1 funds be used to formally train all Pulaski Heights teachers on the Kagan model, which emphasizes effective student engagement strategies during the 2016-2017 school year.



ARKANSAS
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SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	40	40	40	40	9	0	0	0	0	0	0	0	0	0
1	42	42	42	42	6	0	3	10	3	0	1	0	0	0
2	62	62	58	59	7	5	5	8	9	0	0	0	0	1
3	75	75	68	68	7	0	7	6	1	0	0	1	0	0
4	55	54	51	52	3	1	2	1	0	0	0	0	0	1

5	53	55	54	55	8	0	9	12	5	1	2	2	2	1
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Comments/ Clarifications:

ABSENCES/TARDIES

At Pulaski Heights, we have a school-wide process in place to award students with perfect attendance at an end of the quarter assembly. The teachers also have weekly incentives in place to help students who attend regularly earn special activity at the end of each week. The Principal sends home a weekly newsletter that encourages student attendance and the impact excessive absences have on student achievement. She provides research about how well students who attend school regularly achieve. Teachers share this research with parents during regularly schedule conferences. Excessive tardies are also addressed with the School Based Intervention Team (SBIT) who can then make recommendations and/or actions that help students with many absences or tardies.

DISCIPLINARY REFERRALS

419

The Education Management Team at Pulaski Heights meets regularly to develop educational behavior management plans that are research-based for students who are having excessive disciplinary referrals. The team works with the classroom teacher and student on a daily basis to follow through with consequences, rewards and progress. Conferences are scheduled with the teacher and parent to review and stay abreast of the plan and work together to make any adjustments that need to be made for student success.

The 4th quarter does reflect a reduction in student referrals for most grades due in part to the actions mentioned in the paragraph above and consistent implementation of the school-wide discipline plan (The “Fix it Plan”). This plan allows students opportunity to “fix” their issues and see assistance from the counselor or other adults in helping them work through behavioral problems. We do comply with the Little Rock School District Handbook which addresses the consequences for category 2 and 3 offenses.

The counselor meets weekly at lunch with small groups of 3rd, 4th and 5th grade students to encourage good character and positive student interactions to create school and classroom community. Classroom teachers also eat lunch with their students twice a month to encourage positive behavior and model appropriate social interaction. We believe these actions have made a positive impact on student behavior.

	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by Universal Math Screener Test on ____ 5 / ____ 2016 ____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ____ Test on ____ / ____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by ____ Developmental Reading Assessment on ____ 5 / ____ 2016 ____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ____ Test on ____ / ____ (Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	0	0	50%	0	0			N/A	2		
1	0	0	0	0	0	0			0	0		
2	33%	66%	0	66%	0	3			3	0		
3	66%	66%	33%	66%	4	8			12	4		
4	50%	50%	50%	50%	2	8			2	3		
5	50%	50%	50%	50%	9	25			9	5		

Comments/ Clarifications:

The Leadership Team feels that it is very obvious that teacher absences affect student learning, however the team has no impact on the decisions teachers make regarding their absences from school

In the 2016-2017 school year, it is necessary to have a plan in place that will ensure that high-quality; researched-based lessons are being taught, even in a teacher's absence. Assistance is needed from the district and the state to provide the necessary human resources (i.e. instructional facilitators) working at the school level on a **regular basis** to meet and assist teachers coordinating plans and making sure standards and lessons are consistent on a daily basis. When a teacher is absent, a plan will be in place to assure that high quality resources are being used that will address current curriculum standards.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
K	4	40														
1	1	42														
2	1	59														
3	2	68	0	3	2	3	67	70	63	61			32%	31%	8%	27%
4	0	52	0	0	1	0	54	51	48	50			18%	29%	42%	57%
5	0	55	2	1	2	2	53	54	49	54			45%	52%	58%	14%

3	2	68	2	2	7	2	64	66	63	61			21%	21%	17%	18%
4	1	52	1	0	0	2	55	52	48	50			16%	15%	10%	22%
5	2	55	1	0	2	2	53	53	47	54			45%	39%	33%	26%
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:






In the areas of literacy the Leadership Team observes that grade levels are making consistent gains toward improved or consistently low rates of Ds and Fs with student literacy scores. We feel that the school-wide implementation of Step Up to Writing, high level literacy lessons, consistent implementation of the core reading program, the team testing of students in the areas of reading and increased collaboration with teachers using their data analysis reports after all pre and post assessments provided these gains. The team feels strongly that our school would benefit greatly from a **full time** literacy facilitator whose ONLY job is to regularly plan and support instruction in kindergarten through fifth grade to help bridge instructional gaps, strengthen core curriculum and the development of appropriate pre and post assessments to continue literacy success, especially with our TAGG students.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Below are 2 charts that address specific growth in the areas of math. The Leadership Team elected to purchase the online computer program, MobyMax, a researched-based resource, which would be used consistently in all grade levels for math intervention. Teachers scheduled 30 minutes of math interaction on MobyMax each day. The second grade teachers elected to use MobyMax during their additional computer lab time, as well as in the classroom. MobyMax provides lessons that target student weaknesses and engage students in activities that facilitate increased performance. Teachers of 1st through 5th grade attribute student growth in performance to the intensive lessons provided on MobyMax, however, the second grade students showed the highest level of growth in math on end of year Math Inventory an IOWA assessments.

PULASKI HEIGHTS ELEMENTARY (220 total students)

GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILE®
First grade	105	150	45 
Second grade	195	460	265 
Third grade	240	465	225 
Fourth grade	400	585	185 
Fifth grade	500	715	215 

IOWA Test of Basic Skills 2016

SCHOOL	ELA			MATH			Core Composite		
	2015	2016	+/-	2015	2016	+/-	2015	2016	+/-
	36	38	2	38	54	16	36	44	8
	40	43	3	30	45	15	33	44	11
	35	32	-3	37	32	-5	34	31	-3
	44	48	4	38	54	16	40	51	11
	32	35	3	29	52	23	29	41	12
	32	27	-5	27	24	-3	28	25	-3
	34	38	4	35	55	20	34	46	12
PH Elem. - 1st Grade	61	53	-8	59	50	-9	59	52	-7
PH Elem. - 2nd Grade	58	62	4	58	68	10	57	63	6



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: PULASKI HEIGHTS MIDDLE SCHOOL
STATUS: FOCUS
SITE-BASED SIS: DR. STEVEN WISE
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: MR. BAKER KURRUS
PRINCIPAL: MR. DARRYL POWELL

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year: *The school year began as normal with a new principal establishing a collective vision and mission for the school. Fourth year FOCUS School improvement status required the addition of a half time Locally Hired School Improvement Specialist. A diverse and representative Academic Leadership Team (ALT) was developed based on the self-assessment rubric in Indistar and began holding meetings beginning 8.20.2015. From these meetings, the team developed a set of bylaws for governance and an agenda procedure for team meetings. The team went through several adjustments and revisions as LRSD and ADE became focused and organized in complying with regulation. Throughout this change process the ALT continued to meet twice a month and faithfully address the current shifts and compliance measures. The ALT began as early as August 2015 implementing formative assessments (pre/post tests) in Math and English as required for state reporting and monitoring student growth. LRSD standardized pre/post test procedures in the third quarter adding significant reliability and validity to the assessments.*

Current reality of effective practice:

*-Beginning with the 2nd quarter, the ALT began to submit quarterly reports to the ADE. These reports included school data to monitor relationships between best practices and student achievement (growth).
-Beginning with the 2nd semester, the ALT put measures into place to ensure public access to Indistar for transparency and clarity.
-Seven First Year Indicators were identified by ADE as required
-The ALT has currently held 37 meetings and is monitoring 28 Indicators. Of these Indicators, the ALT has completed 109 of 128 total tasks for the school year.
-As a result of previous practice, PHMS was identified as Achieving for this school year and was publicly recognized for one of the highest achieving academic schools in the state.*

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: <i>The school year began with a unique challenge. Due to revolving state assessments over the last three years, student achievement data was dated leaving the schools to use a variety of data sources for student placement in math and English. Using ACTAAP scores from 2013, students were initially placed and later re-assessed using Scholastic Math Inventory and MyOn Lexile inventory to verify placement. Beginning in August, the ALT began to implement formative assessments in math and English classes to monitor student growth in compliance with ADE regulations and best practices. The Math Instructional Facilitator and Literacy Instructional Facilitator was responsible for training teachers on pre/post test administration through professional learning communities (PLCs) and monitoring teacher compliance. In the 2nd semester the LRSD standardized expectations and procedures regarding the pre/post</i>	Current reality of effective practice: <i>-District standardization of pre/post test expectations and administration in the 2nd semester increased the reliability and validity of the assessment. -Standardization included 3 set units of instruction for pre/post assessments within a quarter, with administration timelines, and identified due dates. -Beginning with the 2nd quarter, the ALT began submitting quarterly reports to ADE monitoring best practices and student growth. -LRSD revision of the Crystal Information System Reports at semester provided more in-depth and appropriate information for quarterly reports. -The ADE's identification of 7 First Year Indicators allowed the ALT to focus on a reasonable set of compliance regulations and best practices.</i>

<p><i>test reporting. The formative assessments also provided the facilitators with needed data to develop professional development.</i></p>	
<p>IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT</p>	
<p>Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)</p>	
<p>Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.</p>	
<p>Current reality of effective practice from the beginning of the year: <i>The school year began with a multi-year continuation of an ongoing student demographic shift. The current reality is PHMS remains a school of choice and available seats at each level are being filled with students outside of the school’s traditional attendance zone. Data also shows these students are arriving at the school significantly below level in math and ready skills thereby creating an expanded demand for interventions for student both academically and socially. The school has a full time Math Facilitator, a full time Literacy Facilitator, two full time Behavior Intervention Specialists as well as a Parent Involvement Coordinator. Traditional extended learning opportunities and intervention programs have been the PHMS After School Program, math tutors from UALR and the community, the Math Café during student lunches, academic referrals for assistance, and behavior intervention incentives. PHMS works closely with PTSA groups from elementary feeder schools. Counselors from Central High School work closely with PHMS counselors and 8th graders for alignment and high school course selection.</i></p>	<p>Current reality of effective practice: <i>-Formative assessments being used in math and English classes to indentify barriers and develop interventions. -Teacher professional development is being designed around Differentiated Instruction to address student learning styles. -New classes are being designed and scheduled for 2016-2017 school year to address student needs: Math Enrichment, Literacy Enrichment, Developmental Skills Lab, Strategic Reading Lab, Honors Math, and Honors English classes. -Implementation of intervention resources: Navigator Assessment for Math and Literacy and the Criterion Writing Online Program</i></p>

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

The school year began with a new focus on Career College Readiness (CCR) Plan whereas before school counselors were primarily responsible for working with 8th graders in designing their high school schedule. Under the new plan, the counselors along with CCR teachers assess the students' interests, expose the students to a variety of occupations and professions, develop field experience opportunities, and create a 4 year Career Action Plan.

The school works closely with the community to provide joint activities: Back to School Bash, Harvestfest, Panther Prowl 5K, Christmas Tree Lighting on the Promenade, and through community service activities.

Current reality of effective practice:

*-Transition teams are in place to help students and families move to middle school in the 6th grade and move to high school in the 9th grade.
-All 8th graders are administered the Kuder Interest Inventory through Career Development Classes as a basis for determining a career interest/areas and possible shadowing experiences.
-Counselors conduct Career Development classroom presentations.
-Counselors assist 8th grade students with developing a four year Career Action Plan for success in college and career.
-Eighth grade Career Development Teachers will assist students in Job Shadowing opportunities.*

-Arkansas Democrat Gazette names PHMS as Best of the Best Middle Schools and was awarded Exemplary Status for Volunteers in Public Education for 2015-2016 school year.



LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

-One of the most meaningful actions (**BOLD**) accomplished this year was the establishment of the **ACADEMIC LEADERSHIP TEAM (ALT)**. The team was comprised a variety of staff, parent, and administration for input from all facets of the school stake holders. By establishing early on a schedule of meetings along with an prescribed agenda format, the **LOCALLY HIRED SCHOOL IMPROVEMENT SPECIALIST** was able to strategically plan for compliance issues, reports, and individual school needs using the traditional school calendar as a means for collecting data without duplicating services or processes. The **INDISTAR** system allowed complete documentation of the entire development of the ALT and the progress accomplished by the team in addressing the seven **FIRST YEAR INDICATORS**.

-The ALT put several items (**BOLD**) into place this year to identify and address student barriers in math and literacy. The use of **FORMATIVE ASSESSMENTS** (pre and post tests) helped recognize existing student barriers and develop PLCs to help teachers address student barriers. This data allowed facilitators and teachers to drill down in student data to identify the authenticity The district's **STANDARDIZATION** of post test expectations was significant in creating reliable data from which quality decisions could be made for students. Teachers were then able to use **BEST PRACTICES** to assist students. Administrators were able monitor best practices threw **CLASSROOM OBSERVATIONS** and evaluated through weekly **OBSERVATION SUMMARIES** provide to each principal by the Locally Hired School Improvement Specialist (LHSIS).

-The ALT used the school's **QUARTERLY REPORT** to dissect current variables affecting student achievement including student attendance, teacher attendance, student failure rate, student discipline, special needs students, and English Language Learners by grade level. From this data, the LHSIS was able to dispel several common misconceptions from staff members regarding student achievement barriers. Once dismissing these perceptions, the team/teachers were able to focus on identified student barriers.

-The ALT used the school's **TARGETED IMPROVEMENT PLAN** to identify four areas for improvement based on the needs of the school and the available student data. The four areas are Student Achievement Barriers/Instructional Programs, Organizational Accountability, School Culture, and School/Community Relations. The three year plan allows the team to develop a plan for full implementation of school improvement Best Practices in an effort to meet and exceed conditions of release from school improvement status by the Arkansas Department of Education.

If anything, what do you intend to change or modify for the year?

-The ALT plans to reflect on current practice after the School Improvement Conference in Hot Springs and make recommendations for 2016-2017 once any new team members have been seated.
 -Current plans are to incorporate new courses into the schedule to address student achievement needs, expand professional learning communities opportunities while narrowing the focus school wide on specific growth areas, develop attendance incentives for students and teachers, expand formative assessments to science and social studies classes, and continue regularly monitor Best Practices in classroom instruction.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	268	263	257	257	33	3	0	2	5	4	3	5	17	10
7	279	279	282	280	33	5	0	3	2	3	4	5	11	9
8	260	255	253	253	25	3	4	0	0	0	8	8	17	8

Comments/ Clarifications:

-Grade level enrollment was stable throughout the year with less than a 10% fluctuation.

-To put student absences and student referrals into context during the fourth quarter, 83 students were absent for 542 days; 252 of the 542 were suspensions related to student discipline, 93 absences listed "no reason provided", 86 absences for illness, 65 absences for health appointments, and 44 for extenuating circumstances. A significant part school population experienced a stomach virus during this quarter.

-Student discipline consisted overall of 25 students totaling 252 instances. The three largest categories of discipline referrals were repeated violations of category one violations (5 students with 13 instances), failure to follow reasonable directives (5 students with 10 instances), and horseplay/minor altercations (5 students with 9 instances.) Four sixth graders, four seventh graders, and zero 8th graders accumulated 5 or more behavior referrals.

-The school employs two full time behavior intervention specialists to help student with behavior problems develop positive interactive plans for students.

-The attendance secretary makes court referrals for students exceeding the state mandated number of absences.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Scholastic Math Inventory on May _____ / 2016 _____		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ STAR _____ Test on _____ June / 2016 _____ (Date)	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
0	33%	50%	10%	N/A	N/A	53	94	N/A	N/A	6	134*
0	20%	7%	27%	N/A	N/A	52	0*	N/A	N/A	12	142*
0	60%	11%	0	N/A	N/A	35	0*	N/A	N/A	10	124*

Comments/ Clarifications:

-The total number of teacher absences for the fourth quarter was 12 teachers for a total of 54.5 days with 38 of those listed as sick days, 11 were professional leave, and 5.5 were personal leave. A significant part school population experienced a stomach virus during this quarter.

-The Leadership Team feels the institution of teacher attendance incentives can and have impacted teacher attendance. This year the administration used "Teacher of the Month" recognitions during faculty meetings with preferential parking. Plans are to create a teacher attendance incentive award for the 2016-2017 school year.

-*Scholastic Math Inventory was used in the 4th quarter for 6th graders to measure growth. PARCC Assessment (2015) scores were used for 7th grade

-**Two different assessments (ACTAAP and STAR) were used in the 1st quarter versus the 4th quarter and therefore not comparable. Overall, PHMS STAR scores increased from the beginning of year to end of year. The 6th grade average grew from 5.7 to 6.4, the 7th grade average grew from 6.4 to 6.9, and the 8th grade average grew from 6.6 to 7.2.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	32	257	24	49	40	39	240	12*	210	N/A	462	101	0	26%	19%	22%
7	50	280	60	75	88	95	257	229	264	N/A	750	141	0	59%	27%	19%
8	66	253	61	69	69	53	234	234	239	N/A	707	110	0	28%	35%	16%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

-Note: District standardization of pre and post test expectations and administration began in the third quarter.

-Most of the percentages of D's and F's in math fall within a normal distribution.

-*Both regular content math teachers did not submit Unit 2 tests leaving only scores from students with special needs.

-Further analysis for students with Ds and Fs for the 4th quarter in math: Algebra I= 3 students scored a D; 6th grade math= 24 students scored a D and 15 scored a F; 7th grade math= 63 students scored a D and 32 scored a F; and 8th grade math= 30 students scored a D and 23 scored a F.

-Plans for 2016-2017 school year include the addition of Navigator Assessment for Math to help further identify student barriers, the continuation of formative assessments to student monitor growth, and the continuation of tutoring, STEM, and extended learning opportunities in the afterschool program.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
6	16	257	33	39	32	75	232	227	231	N/A	690	343	0	30%	14%	50%
7	21	280	43	42	53	36	242	253	208	N/A	703	348	0	61%	28%	50%
8	43	253	30	54	58	70	242	238	195	N/A	675	335	0	40%	36%	50%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

-Note: District standardization of pre and post test expectations and administration began in the third quarter.

-Note the increase in D's and F's percentages in the 4th quarter reportedly due to test fatigue.

-Further analysis for students with Ds and Fs for the 4th quarter in language arts: 6th grade language arts= 35 students scored a D and 40 scored a F; 7th grade language arts= 28 students scored a D and 9 scored a F; and 8th grade language arts= 41 students scored a D and 29 scored a F.

-Plans for 2016-2017 school year include the addition of Navigator Assessment for Literacy to help further identify student barriers, the use of Criterion Online Writing Program to address barriers, the implementation of a developmental skills lab to address barriers, the continuation of formative assessments to student monitor growth, and extended student learning opportunities in the afterschool program.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

Our student achievement gains and efforts can be seen in a variety of data sources.

Below you will find post-test raw data minus the teacher's name for the fourth quarter. The data is compiled three times a quarter from English and Math classes. The data enables monitoring of the number of students testing, the average pre and post test scores along with the number of Ds and Fs by grade level teacher. Teachers use this data to plan differentiated instruction based on student needs. Administrators use this information to monitor instruction in these classes (Best Practice).

Also attached are the district's 4th quarter pre/post test target dates (Standardization).

Also attached is evidence of best practice monitoring and observation in classrooms minus the administrator's and teacher's name (Best Practice)

Pre/Posttest Reporting Form

School: Pulaski Heights Middle

Quarter: 3

Unit: 1

Report results to principal and district by: Unit 1 - February 5; Unit 2 - March 5; Unit 3 - April 1

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
	Math 6 Regular	1	15	21%	13	63%	42.0%	9
	Math 6 PAP	3	21	32%	20	88%	56.0%	2
	Math 6 PAP	5	25	34%	25	94%	60.0%	2
	Math 6 Reg/Inclusion	6	13	16%	12	39%	23.0%	9
	Math 6 PAP	7	16	23%	15	81%	58.0%	2
	Math 6 PAP	8	22	33%	22	89%	56.0%	4
							0.0%	
	Math 6 PAP	1	18	78%	19	92%	14.0%	0
	Math Regular	2	13	42%	15	71%	29.2%	3
	Math PAP	5	22	75%	23	89%	14.3%	0
	Math PAP	6	24	77%	24	90%	13.0%	0
	Math Regular	7	19	39%	20	70%	30.6%	2
	Math PAP	8	21	79%	21	91%	12.0%	2
	Math 7 Accelerated	1	16	53%	16	88%	35.0%	0

	Math 7 Accelerated	2	18	61%	19	90%	29.0%	0	
	Math 7 Reg/Inclusion	4	23	3%	26	56%	53.0%	11	
	Math 7 Regular	5	25	4%	25	64%	60.0%	8	
	Math 7 PAP	6	24	4%	24	78%	74.0%	1	
	Math Accelerated	8	19	50%	21	86%	36.0%	0	
							0.0%		
	Math 7 Regular	1	22	9%	21	60%	51.0%		
	Math 7 PAP	2	21	15%	19	65%	50.0%		
	Math 7 PAP	5	15	12%	18	85%	73.0%		
	Math 7 Regular	6	21	6%	19	65%	59.0%		
	Math 7 PAP	7	23	13%	22	70%	57.0%		
	Math 7 PAP	8	21	15%	19	72%	57.0%		
	Geometry	1	6	0%	6	85%	85.0%	1	
	Math 8 Regular	2	26	9%	26	75%	66.4%	3	
	Math 8 Regular	3	21	19%	21	66%	47.1%	3	
	Math 8 Regular	4	24	24%	24	75%	51.4%	3	

	Algebra 1	6	23	6%	23	87%	80.9%	2	
	Algebra 1	7	24	5%	24	83%	77.8%	4	
	Math 8 PAP	1	13	23%	12	79%	56.0%	3	
	Math 8 Regular	2	26	13%	26	68%	54.7%	17	
	Math 8 PAP	3	21	12%	19	79%	66.7%	5	
	Math 8 PAP	4	17	13%	17	84%	71.7%	4	
	Math 8 PAP	5	16	9%	16	81%	71.9%	5	
	Math 8 PAP	7	18	12%	17	76%	64.2%	4	
	Math 6 Resource	1	6	13%		na	#####		
	Math 6 Resource	3	6	8%		na	#####		
	Math 7 Resource	7	6	28%	5	80%	52.5%	1	
	Math 7 Resource	8	5	25%	5	71%	46.0%	2	

Math 8 Resource

16 students. Not with highly qualified teacher. Data not included

Pre/Posttest Reporting Form

School: Pulaski Heights Middle

Quarter: 4

Unit: 1

Report results to principal and district by: Unit 1 - April 22; Unit 2 - May 13; Unit 3 - June 3

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
	6th English PAP	1	25	69%	25	84%	15.0%	6
	6th English PAP	3	16	69%	15	81%	12.0%	4
	6th English Reg	4	15	50%	14	58%	8.0%	10
	6th English PAP	6	18	65%	19	67%	2.0%	10
	6th English Inclusion	7	16	46%	16	58%	12.0%	10
	6th English PAP	8	24	73%	22	78%	5.0%	4
	6th English PAP	1	14	64%	13	69%	5.0%	4

	6th English PAP	2	24	62%	20	68%	6.0%	7
	6th English PAP	4	18	74%	19	66%	-8.0%	6
	6th English Inclusion	6	22	59%	21	42%	17.0%	16
	6th English PAP	7	22	75%	22	87%	12.0%	2
	6th English PAP	8	21	72%	21	84%	12.0%	8
	6th English Resource	5	7	31%	5	26%	-5.0%	5
	7th English Inclusion	1	11	40%	7	37%	-3.0%	6
	7th English PAP	2	23	45%	22	63%	18.0%	9
	7th English PAP	3	22	70%	26	70%	0.0%	10
	7th English PAP	6	23	58%	22	77%	19.0%	4
	7th English PAP	7	22	56%	20	68%	12.0%	9
	7th English Reg	8	14	33%	15	59%	26.0%	11
	7th English PAP	1	23	48%	23	83%	35.0%	2
	7th English Reg	2	15	20%	15	53%	33.0%	12
	7th English Reg	3	21	12%	21	55%	43.0%	19
	7th English PAP	4	24	35%	20	63%	28.0%	9
	7th English PAP	6	25	21%	25	64%	43.0%	8
	7th English PAP	8	25	39%	26	91%	52.0%	4

	7th English Resource	4						
	7th English Resource	7						
	8th English PAP	1	14	60%	14	70%	10.0%	3
	8th English PAP	3	20	55%	19	70%	15.0%	7
	8th English PAP	4	24	46%	24	71%	25.0%	12
	8th English Inclusion	5	25	50%	24	43%	-7.0%	21
	8th English Reg	7	20	35%	18	50%	15.0%	12
	8th English PAP	8	18	47%	18	60%	13.0%	10
	8th English PAP	1	17	65%	17	79%	14.0%	4
	8th English Reg	3	17	50%	17	73%	23.0%	10
	8th English PAP	4	26	59%	25	91%	32.0%	6
	8th English PAP	6	21	51%	23	70%	19.0%	7
	8th English PAP	7	16	60%	16	76%	16.0%	2
	8th English Reg	8	19	31%	19	44%	13.0%	15
	8th English Resource	6	9	21%	8	49%	28.0%	6

Pre/Posttest Reporting Form

School: Pulaski Heights Middle

Quarter: 4

Unit: 2

Report results to principal and district by: Unit 1 - April 22; Unit 2 - May 13; Unit 3 - June 3

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
	6th English PAP	1	25	62%	24	70%	8.0%	10
	6th English PAP	3	16	60%	16	68%	8.0%	7
	6th English Reg	4	15	38%	12	25%	- 13.0%	11
	6th English PAP	6	18	48%	17	70%	22.0%	6
	6th English Inclusion	7	16	31%	13	43%	12.0%	10
	6th English PAP	8	24	61%	20	63%	2.0%	6
	6th English PAP	1	13	54%	13	58%	4.0%	10
	6th English PAP	2	23	53%	22	64%	11.0%	11
	6th English PAP	4	18	69%	19	80%	11.0%	6
	6th English Inclusion	6	21	49%	23	35%	- 14.0%	21
	6th English PAP	7	20	72%	23	64%	-8.0%	8
	6th English PAP	8	21	69%	20	73%	4.0%	7
	6th English Resource	5	7	23%	5	32%	9.0%	5
					227			118
	7th English Inclusion	1	11	30%	12	38%	8.0%	11

	7th English PAP	2	23	40%	24	50%	10.0%	17
	7th English PAP	3	23	64%	25	58%	-6.0%	19
	7th English PAP	6	23	59%	24	54%	-5.0%	18
	7th English PAP	7	22	37%	21	54%	17.0%	15
	7th English Reg	8	14	34%	13	31%	-3.0%	13
	7th English PAP	1	23	31%	23	71%	40.0%	9
	7th English Reg	2	14	13%	16	63%	50.0%	9
	7th English Reg	3	21	11%	20	48%	37.0%	19
	7th English PAP	4	24	33%	24	75%	42.0%	12
	7th English PAP	6	24	18%	25	84%	66.0%	4
	7th English PAP	8	25	26%	26	88%	62.0%	8
	7th English Resource	4						
	7th English Resource	7			253			154
	8th English PAP	1	14	13%	13	74%	61.0%	3
	8th English PAP	3	20	19%	19	63%	44.0%	7
	8th English PAP	4	24	24%	24	66%	42.0%	9
	8th English Inclusion	5	25	25%	25	37%	12.0%	23

	8th English Reg	7	20	18%	18	51%	33.0%	14
	8th English PAP	8	17	18%	18	69%	51.0%	6
	8th English PAP	1	17	17%	17	66%	49.0%	8
	8th English Reg	3	17	17%	17	59%	42.0%	14
	8th English PAP	4	26	26%	26	76%	50.0%	8
	8th English PAP	6	21	22%	22	64%	42.0%	11
	8th English PAP	7	16	16%	16	61%	45.0%	9
	8th English Reg	8	19	15%	15	54%	39.0%	14
	8th English Resource	6	9	21%	8	33%	12.0%	10

238.0%

136

Pre/Posttest Reporting Form**School: Pulaski Heights Middle****Quarter: 4****Unit: 3****Report results to principal and district by: Unit 1 - April 22; Unit 2 - May 13; Unit 3 - June 3**

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
	6th English PAP	1	25	54%	25	74%		11
	6th English PAP	3	16	47%	15	60%		9
	6th English Reg	4	15	30%	14	43%		13
	6th English PAP	6	18	41%	17	65%		7

	6th English Inclusion	7	16	29%	14	36%		13
	6th English PAP	8	24	59%	21	69%		11
	6th English PAP	1	11	44%	13	50%		12
	6th English PAP	2	23	52%	22	58%		12
	6th English PAP	4	18	66%	18	53%		9
	6th English Inclusion	6	21	31%	22	29%		21
	6th English PAP	7	20	65%	23	78%		5
	6th English PAP	8	20	66%	21	79%		5
	6th English Resource	5	7	19%	6	47%		5
					231			133
	7th English Inclusion	1	11	32%	7	43%		7
	7th English PAP	2	23	48%	21	69%		7
	7th English PAP	3	23	86%	12	85%		3
	7th English PAP	6	23	59%	17	80%		5
	7th English PAP	7	22	55%	13	76%		4
	7th English Reg	8	14	30%	8	50%		6
	7th English PAP	1	23	31%	23	68%		8
	7th English Reg	2	16	8%	15	44%		14
	7th English Reg	3	20	6%	19	33%		19

	7th English PAP	4	24	28%	24	68%		9
	7th English PAP	6	25	18%	24	76%		7
	7th English PAP	8	25	37%	25	93%		2
	7th English Resource	4						
	7th English Resource	7			208			91

From: Glasgow, Dennis
Sent: Monday, April 04, 2016 4:09 PM
To: Anthony, Michael; Barksdale, Mary; Bohannon, Nita; Britton, Dionne; Browning, Roxie; Clifford, Elizabeth; Coleman, Catherine; Finley, Zoretta; Goodman, Patricia; Griggs, Barbara; Griham, Kaylin; Kerr, Paula; Mack, Lisa; Modica, Melinda; Nelson, Jennifer; Posey, Aleta; Smith, Delwin; Smith.jr, Jimmy; Stafford, Barbara; Thompson, Stefanie; White, Clarissa; Williams, Ed; Wise, Steven
Cc: Mitchell, Sadie; Whitehorn, Daniel; Burton, Marvin
Subject: Pre-/Post-Test target dates for Quarter 4

Dear SISs,

The unit dates for the fourth quarter are:

Unit 1: March 28 – April 15 Pre-/Post-Test results to district due by Friday, April 22.

Unit 2: April 18 – May 6 Pre-/Post-Test results due to district by Friday, May 13.

Unit 3: May 9 – May 26 Pre-/Post-Test results due to district by Friday, June 3.

Dennis

PHMS Drop In Collab 2015-2016 Classroom Summary Data as of 5.16.16

Anderson	7	25		6th Grade Core
	1	0		7th Grade Core
	8	12		8th Grade Core
	1	0		
	8	0		
	3	0	Math	Of Total Drop 15% In
	6	1	ELA	Of Total Drop 19% In
	7	5	Other	Of Total Drop 66% In
	6	0		
	8	3	Math	44% of Total Collaboration
	2	0	ELA	7% of Total Collaboration
	1	1	Other	49% of Total Collaboration
	6	1		
	2	2		
	8	2		
	6	0		
	0	3		
	5	2		
	6	3		
	6	8		
Walker	3	0		
	11	10		
	2	0		
	6	2		
	0	0		
	2	0		
	3	0		
	2	0		
			199	132

449

	1	0
	0	0
	7	3
	1	0
	0	0
	9	5
	8	13
	6	2
	5	2
	8	1
	6	2
	3	0
	4	7
	3	0
	3	2
	5	4
	4	11



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: ROCKEFELLER ELEMENTARY

STATUS: FOCUS

SITE-BASED SIS: ALETA POSEY

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN & SHARESIA WHITE

SUPERINTENDENT: SADIE MITCHELL

PRINCIPAL: SHOUTELL RICHARDSON

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
<p>Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)</p>	
<p>Description of full implementation of the Effective Practice and/or Recommendation:</p> <p>District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).</p> <p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p>	
<p>Current reality of effective practice from the beginning of the year:</p> <ul style="list-style-type: none"> • A leadership team was established by the principal. Roles were established for team members and agendas were provided prior to each bi-monthly meeting. • Teachers met as a grade level team once a week and met with either the math or literacy instructional facilitators on the alternate weeks. • Data disaggregation was driven by instructional facilitators and sources of data were limited to State Standardized Data, Developmental Reading Assessments, Writing Prompts, SOAR, Star Math, and Scholastic Math Inventory. • A Professional Development Inventory was administered to all teachers and a professional 	<p>Current reality of effective practice:</p> <ul style="list-style-type: none"> • Team structures have been established. • The school leadership team meetings are scheduled bi-monthly for two hours with necessary members (principal, literacy facilitator, math facilitator, reading teacher, special education teacher, library media specialist, and technology specialist). • The SLT bylaws have been established. Agendas are emailed out to the members in advance and minutes are kept. Roles (facilitator, time keeper, recorder, and reporter) are shared at each meeting as needed. • Instructional Teams (IT) have been established and meet once a week as a grade-level or with the literacy and math instructional facilitators. Agendas are

<p>development plan/schedule was created based on results as needed to individuals, small groups, and/or all staff members.</p>	<p>developed and minutes are kept. IT bylaws have been established with grade level chairpersons.</p> <ul style="list-style-type: none"> • School Community Council (SCC)/PTA was established late Fall (Oct.) and officials were elected. Committee meets once a month or more often, as needed. Agendas are developed and minutes shared. • Data disaggregation is no longer a top down practice, but a bottom up practice with instructional teams meeting to analyze and discuss student data on CFAs and other sources of data. • Data is being used to determine teacher professional development needs and instructional practices based on student needs.
<p>IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE</p>	
<p>Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)</p>	
<p>Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>	
<p>Current reality of effective practice from the beginning of the year:</p> <ul style="list-style-type: none"> • Beginning of the year baseline data consisted of State Standardized Data, Developmental Reading 	<p>Current reality of effective practice:</p> <ul style="list-style-type: none"> • Beginning of the year, middle of the year, and end of the year data is being used to monitor students' progress

<p>Assessments, Writing Prompts, SOAR, Star Math, and Scholastic Math Inventory. A data wall was created, but inconsistently utilized by teachers.</p> <ul style="list-style-type: none"> • Pre-assessments were not administered to drive instruction. • Weekly assessments were being used to determine mastery only. • Units of instruction were inconsistent and lacked cohesiveness. • Specialists were used to provide intervention for students who did not score proficient on beginning of the year baseline data. 	<p>throughout the year.</p> <ul style="list-style-type: none"> • Rockefeller has acquired knowledge and training on the effective use of pre/post data and common formative assessments. • The intermediate grades (3-5) are utilizing pre/post assessment to help plan, adjust, and differentiate effective lessons for students in need of remediation. • The primary grades (K-2) are utilizing pre/post-assessments in their instruction as well to help plan, adjust, and differentiate effective lessons for students in need of remediation. • Teachers at all grade levels are becoming effective at using data to flexibly group their students and identifying patterns of student strengths and weaknesses. • Professional development was provided on differentiated instruction and the RTI process.
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • The Title I Compact was made available to parents at student check-in. The compact outlines general suggestions that encourage parent, student, teacher, and principal participation and support for each 	Current reality of effective practice: <ul style="list-style-type: none"> • Principal creates and distributes a regular parent newsletter. • Math and Literacy Nights were held in November and March. In November, the parental involvement was low,

<p>student's learning.</p> <ul style="list-style-type: none"> • Parents signed the compact and it was provided to classroom teachers. • A meeting was held with parents to review the Rockefeller Involvement Plan and the Title I Compact. • Fliers, Parentlinks, social media, text, and phone calls were used to communicate with parents. 	<p>so the SLT discussed and decided to change the format of the Spring Math and Literacy Night which led to an increase in parental involvement.</p> <ul style="list-style-type: none"> • Fliers, Parentlinks, social media, text, and phone calls are continuously used to communicate with parents. • Communication boxes have been placed strategically in 2 locations for input by parents and staff and are shared at each SLT meeting with feedback provided in minutes and posted.
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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
<p>Effective Practice within Category: Post-Secondary School Options (VA01)</p>	
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
<p>Current reality of effective practice from the beginning of the year:</p> <ul style="list-style-type: none"> • 21st Century After School and Summer Enrichment Program was implemented as previously practiced. • SOS (Save One Student) was implemented as a mentor program in limited numbers • 	<p>Current reality of effective practice:</p> <ul style="list-style-type: none"> • Budget for the 21st Century After School Program and Summer Enrichment Program was revised in order to sustain the program and the program was restructured with more focus placed on the academic instruction • Community Stakeholders (detectives, police officers, and various military members) were brought in to speak to 4th and 5th graders about viable careers in service. • B.R.A.D. Program was implemented mid-year that encourages community service projects

455

	<ul style="list-style-type: none">• Boys to Bowties 5th grade mentoring program was implemented mid-year.• Practices yet to be implemented: Career Day, college campus visits, 5th grade transition/middle school visits, and job shadowing.
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LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

TIP/Team Structures-

- SLT meetings
- PLC meetings by Instructional Teams
- Literacy Planning is more consistent and team oriented

Systematic Processes are in place/Set Expectations and due dates-

- Implementation of CFAs/data analysis
- Writing implemented more consistently
- School Based Intervention Team tracking students efficiently
- Intervention Schedule
- R.A.P. Tutoring Program

Improved Parental Involvement-

- New Math and Literacy Night format (increased attendance by staff and parents)
- Project B.R.A.D encourages parents and students to serve a greater community
- New Field Day format successful with increased parental involvement

If anything, what do you intend to change or modify for the year?

Parental Involvement-

- Revise Title I Compact with more specific language/introduce to teachers as a tool for conferences
- Increase Stakeholder presence in the building in various forms (speakers, volunteers, input)

Student Needs/Expectations-

- Dress code (implement expectations/accountability systems)
- Attendance (implement expectations/accountability systems)
- Restructure 21st Century Program to improve the academic piece

Instructional Practices-

- Improved Classroom schedules to accommodate assistance from interventionist and facilitators
- Increase Differentiated Instruction/Intervention within the classrooms
- Consistency with student data on CFAs and on classroom work/report cards
- Continued growth in the utilization of data, data notebooks, and data wall
- Systematic accountability system for instructional practices
- Improved implementation and evidence of the Workshop Models of instruction

Instructional Technology-

- Integration of Instructional Technology into the classroom
- Rituals and Routines for Chromebooks

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	40	39	40	39	4	0	0	0	0	1	0	2	4	4
1 st	49	49	49	48	7	4	0	2	3	1	0	2	4	2
2 nd	50	50	54	52	7	1	0	1	2	1	0	0	2	6
3 rd	48	49	52	53	13	3	0	0	1	0	1	4	2	3
4 th	36	36	39	38	5	1	0	0	0	0	0	2	2	2
5 th	42	41	43	43	7	2	0	1	3	2	1	1	4	3

Comments/ Clarifications:

- Enrollment in K-5th grade represents a highly mobile population. One to two students entering and exiting throughout the year takes time away from core instruction. When a new student enters, he/she will need to be assessed to determine current needs and due to this, instructional time is lost.
- Our SWD population is high. We are going to implement more early screenings and intervention along with more differentiated instructional practices in the classrooms in order to reduce the amount of SWD referrals.
- We will be monitoring the systems in place to keep student referrals at a minimum. This year, the focus was placed on incentives to help improve behavior. Next year, the focus will be on the consequences along with incentives.
- A system will need to be put in place to reduce the number of student absences. We have communicated with other schools and the LRSD Tardy Policy will need to be fully enforced at our campus.

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
1 st	2 nd	3 rd	4 th	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter
0	0	0	0	0	0	n/a	n/a	0	0	n/a	n/a
0	0	0	50.0	1	1	n/a	n/a	0	0	n/a	n/a
0	0	0	0	2	0	n/a	n/a	1	0	n/a	n/a
0	33.33	0	0	2	13	n/a	n/a	10	4	n/a	n/a
0	0	50.0	0	4	4	n/a	n/a	7	2	n/a	n/a
0	50.0	50.0	0	14	13	n/a	n/a	8	3	n/a	n/a

Comments/ Clarifications:

- Attendance in the fourth quarter has improved compared to the previous quarters. One teacher in first grade was out sick for several days due to pneumonia.
- Students in math that were two or more years below grade level increased in the fourth quarter compared to the first quarter in the intermediate grades due to lack of mastery of pre-requisites with number sense that was needed to master current grade-level content. More professional development will need to be provided to teachers on building number sense and best practices in delivering math instruction.
- Students in literacy that were two or more years below grade level decreased in the fourth quarter compared to the first quarter. Instruction in reading improved based on the use of data driven decisions.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3 rd	0	53	0	0	0	1	50	51	36		137	88				64%
4 th	0	38	3	3	2	0	36	33	27		96	76				79%
5 th	0	43	7	1	3	0	43	40	27		110	87				79%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- Pre-requisite skills are lacking which makes mastering new skills more challenging
- Lack of content knowledge besides what is in the book
- Delivery of instruction needs to be more student centered vs. teacher
- Testing burn out
- End of the year has a lot of extra events that includes pull-outs in order to prepare, students miss class
- Early check-out/absences

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
3 rd	0	53	1	1	1	6	51	52	52	n/a	155	81				52%
4 th	0	38	4	1	2	0	37	37	36	n/a	110	79				72%
5 th	0	43	11	3	22	15	41	43	41	n/a	125	62				50%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- In the third and fourth quarter, fifth grade has a high number of D's and F's. The D's and F's may be a result of poor teacher practice. We started the process of addressing this issue and will continue to monitor classroom grades, next year.
- The CFA's this quarter focused on different content areas (reading multiple choice and open response, writing and grammar skills)
- Rockefeller has a high number of students entering and exiting throughout the school year
- One fifth grade class had a permanent long-term substitute in place of the certified teacher
- End of the year has a lot of extra events that includes pull-outs in order to prepare for the events
- Early check-out/absences/tardies

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Yes, our Iowa scores on the National Percentile Ranking reflect a growth of 13% in 1st grade literacy 23% in 2nd literacy. Math scores reflect an increase of 25% in 1st grade and 26% in 2nd Grade. The implementation of the Common Formative Assessments were a great asset in helping teachers identify strengths and weaknesses and then, they were able to differentiate their instruction to meet the needs of the individual student.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: ROMINE ELEMENTARY

STATUS: YEAR 4 FOCUS

SITE-BASED SIS: STEFANIE THOMPSON

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: SHERESA WHITE AND MISTY PITMAN

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: BEVERLY JONES

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: ID01 We do have several teams that have been developed with specific duties and times to purposefully plan instruction. Professional learning community (PLC) meetings with both facilitators are held biweekly. The leadership team also meets biweekly. We have several school wide teams that are in place to sustain a good culture and climate for the school. We do understand that in order to reach full implementation we need to find ways to determine the effectiveness of our teams and increase involvement by all stakeholders especially community leaders and parents.	Current reality of effective practice: ID01 Currently we have our Professional Learning Community (PLC), leadership team and other school wide teams established and meeting diligently. We have recently established two new school wide teams which are RTI and Positive Behavioral Interventions and Support (PBIS). The teams are working with the district to enhance a positive behavioral atmosphere and school wide intervention support. Recommendations for 2016-2017: <ul style="list-style-type: none"> • Determine how we can merge and/or eliminate teams that are addressing some of the same needs.

<p>ID04 All school teams do prepare agendas and keep minutes from those meetings. At the beginning of the school year, each teacher was given a staff binder in which to put staff meeting agendas, PLC agendas and any referenced handouts for the year. Agendas include items to be discussed and desired outcomes. If the outcome is not met, it will then be placed on the next upcoming agenda. There is a designated recorder for each school level team.</p> <p>ID07 Romine Elementary does have a leadership team that consists of the principal, classroom teachers and specialist. We meet biweekly on Tuesdays from 7:30-8:30. After each leadership team meeting, both instructional facilitators meet with the principal for an additional 15-30 minutes to discuss any questions or concerns. In order to maintain focus, the team realizes the importance of addressing all needs in a timely manner.</p>	<ul style="list-style-type: none"> • Teams need to communicate with the staff and/or parents on or more timely and effective basis. • Review members of the team to reflect staff changes in school. <p>ID04 Currently all teams have prepared agendas for their meetings. Agendas have included items to be discussed, outcomes and plans or steps for the next meeting.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Establish a school wide system or binder for keeping copies of agendas of all school wide team meetings for staff to have access to at any time. • Establish a short template of the information needed on agendas to be more cohesive. <p>ID07 Romine’s leadership team has been consistent throughout the 2015-2016 school year in holding regular meetings and team member participation. The team has cooperated well together to address the needs of the school.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Review members of the team to reflect any changes in staff for the 2016-2017 school year. • Review mission statement for the team and how can we improve the relationship between the team and the staff as a whole.
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IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

IIB04

Teachers should be using pre-test as a way to guide their instruction and provide remediation/or challenges for all students.

-Currently our teachers are using pre and post assessments in some grades.

-The data at this point for most teachers is solely to see if there is some growth.

-Some teachers are using the data to help remediate those students who are struggling with an objective.

-Some teachers are providing those who master the skill the opportunity to practice the skill at a higher level.

Current reality of effective practice:

- Our teachers decided collaboratively on an assessment task based on curriculum expectations that identified each student's strengths and learning gaps.
- Established assessments tools and resources that supported preparation of the assessment.
- Teachers planned a session that occurred immediately after conducting assessment to discuss the outcome of the assessment.
- Teachers engaged in a respectful dialogue that a common understanding of the level of achievement and assessment criteria.
- Teachers collectively discussed students' strengths and learning gaps and determined patterns and trends in the data.

Our teachers are being engaged by being involved in bi-weekly PLC meetings to discuss the data and the next steps for student success.

The goal for Romine is to have all teachers using pre and post assessments to help drive instruction. Teachers should be prepared to provide remediation or challenging activities for all students.

- **After the completion of the steps, the cycle begins again. Assess student progress and analyze to determine the effectiveness of targeted instructional strategies.**

The start date was September 11, 2015. Pretest were given before the start of each new chapter (depending on the curriculum mapping per subject area.) Posttest after the end of each chapter.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice from the beginning of the year:

IVA01

Romine’s implementation of IVA01 is limited. We currently have a school compact, but it is general and not specific to Romine. The compact is signed by parents, student, teacher, and principal. Some items for parents include the following: ensure that my child is on time each day and attends school regularly, support the school discipline policy, and establish a time for homework and review it regularly. Students sign a portion of the contract which includes: attend school regularly, complete and return homework assignments, and observe regular study hours. The teacher’s role in the compact includes: provide appropriate and meaningful homework assignments for students, provide necessary assistance to parents so that they can help assist with the assignments, and encourage students and parents by providing information about student progress. Lastly, the principal’s role includes providing an environment that allows for positive communication between the teachers, parents, and student. Research suggest that compacts rarely affect actual learning, unless they are specific and directly related to learning. Romine will look at the current school compact, and make adjustments. The new compact will be specific to Romine.

Current reality of effective practice:

The compact was adjusted to better suit Romine and our goals. The compact was given out at the beginning of the year for all parties to sign. Teachers kept the copy of the compact for future reference. A party was given to the teacher/class who got 100% of their compacts signed first. The compacts were passed out to parents in January. They were only to serve as a reminder for expectations at Romine. Parents were not asked to sign again.

A suggestion for the compact is to have them available during check in as well as Open House. Teachers will review the compact with parents during parent conference day if not sooner since this will be an agreement between home and school. We will recognize all classes that have 100% of theirs in by September 15, 2016 with a freeze pop party.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

VA01

Romine does not currently have a college and career readiness program in place. We realize that setting the stage for students to attend college starts in elementary school. Students must understand what college is and why it is important to attend college.

Current reality of effective practice:

On January 15, 2016, a College Day was implemented at Romine Elementary. The stage was decorated with posters from all the colleges that the staff attended. Teachers and staff wore college shirts and sweatshirts. Teachers were encouraged to talk with their students about their college experience and scholarship in particular. An assembly was held in the afternoon. We played the Arkansas Fight Song as students entered the cafeteria. We changed the words to a popular song to include learning and graduating from college. The kids performed the song and loved it. We had a speaker talk to the students about his college experience. The students enjoyed listening to the speaker. Romine's first College Day was a success!

Recommendations:

Take the students in grades four and five on a field trip to three colleges in Litter Rock to compare how they are alike and different. Students can look at enrollment opportunities, financial assistance, dormitories, etc.

The three suggested colleges are:
Pulaski Tech - since it is a two year college and
UALR -- an inner city four year institution
Philander Smith - An HBCU Methodist College

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

Grades 2-5 worked on their classroom data walls to determine progress. This formation allowed for us to have in-depth conversations about these kids and their needs. We also used this information to look at the number of kids with a “D” or an ‘F’ on their report card to see if there was a correlation between the data wall and letter grade. We determined there were some connections.

We also noticed that students with an IEP were receiving lower grades than they should without a meeting with the special education staff to address their accommodations. We decided to offer an in service on grading students with a disability and the consequences of not making sure the accommodations are being followed.

If anything, what do you intend to change or modify for the year?

We plan to add the data wall to our cafeteria wall or entrance to the building so that everyone can see the progress we have made.

We will continue to empower our parents with data as it relates to attendance, assessments, BMI, etc. The more information parents the better and more knowledgeable they become in helping their kids.

SCHOOL LEADERSHIP TEAM'S REPORT _4th_ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2 & 3 -STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Total # of ODRs referred to the office				Number of students with 5 or more referrals			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	40	40	39	39	3	3			5	3	0	0	0	0
1	48	49	49	50	7	5			15	15	0	0	0	0
2	59	60	60	59	14	8			33	14	0	0	1	0
3	49	49	47	46	6	4			31	5	0	0	1	0
4	35	38	39	39	11	4			11	5	0	0	1	0
5	44	44	45	45	9	7			25	13	0	0	1	0

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Number of students who have been absent 10 or more days (20% absence rate)				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>WRAP/ September</u>		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory/ September</u>	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	1	1	1	50%	0%	0%	0%				
1	0	2	3	3	0%	33.33%	0%	0%				
2	1	2	1	3	33.33%	33.33%	33.33%	100%				
3	1	1	4	1	50%	50%	50%	0%	3	2	27	
4	1	1	5	6	33.33%	33.33%	0%	0%	9	8	32	
5	0	2	1	2	0%	50%	0%	33.33%	10	11	24	

Comments/ Clarifications:

Each month during our staff meetings, teachers are recognized for perfect attendance. Teachers are presented with a certificate, and the principal thanks them for their attendance and dedication to helping our students achieve success.

The Scholastic Math Inventory was given to all students in grades three through five to determine proficiency levels based on grade level skills. Below Basic, Basic, Proficient, and Advanced were the performance levels. The numbers above represent the number of students who were at the below basic performance level. The inventory provides an instructional planning report for teachers with a quantile measure for each student. Teachers are then able to pull additional resources that are specifically targeted for students to improve their math skills. Students were retested during the month of January and at the end of the school year. End of the year data was unable to be pulled from the website to include in this fourth quarter report. If data can be pulled in the next couple of days, it will be added and an updated report will be sent with the information.

For literacy, students were assessed with the Writing and Reading Assessment Profile to determine their developmental reading level. Beginning and end of year levels were compared to determine students who were reading two or more grade levels behind.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter 4 th Quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	3	46	9	14	12	4	42(12)	44(5)			86	17	41.7%	55.2%	48.9%	19.8%
4	2	39	3	7	10	7	8(2)	25(18)			33	20	38.5%	56.1%	52.9%	60.6%
5	6	45	2	5	5	1	22(8)	19(7)			41	15	100%	60%	57.3%	36.6%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Due to ACT Aspire testing during the fourth quarter, students were assessed for two units of instruction.

*The number in parentheses represents the number of students with a D or F on that post unit test.

*Student grades for the quarter include a variety of student work: classwork, small group work, projects, assessments, etc. As classroom instruction is differentiated to meet student needs, grades for the quarter are a combination of grade level and differentiated assignments. With unit assessments, students are assessed on grade level standards, as grade level success is our goal. Some students may earn a D or F on the post unit assessment, but earn a different grade for the entire quarter. We are working to help our students have success with grade level standards. Pre and post assessments are used to determine student strengths, weaknesses, and needs. We use the data to help plan instruction to address those areas of concerns.

***Fourth grade data for the first unit was submitted by one of three classes. This is a self-contained behavior class that has only eight fourth grade students. For the second unit, the two general education classes submitted data.**

***Only one out of two fifth grade classes have data for the second unit of instruction. The data was not able to be recovered after a computer was cleaned and all the files were deleted.**

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter 3 rd Quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	5	46	14	18	4	1	42(20)	45(6)			87	26	66.7%	63.8%	54.1%	29.9%
4	3	39	4	9	10	14	37(19)	27(17)			64	36	65.5%	75.9%	42.9%	56.3%
5	1	45	0	2	2	1	42(18)	17(4)			59	22	60.5%	45%	41.3%	37.3%
Example							100	90	95	N/A	285	57	20%			

Comments/Clarification:

Due to ACT Aspire testing during the fourth quarter, students were assessed for two units of instruction.

*The number in parentheses represents the number of students with a D or F on that post unit test.

Student grades for the quarter include a variety of student work: classwork, small group work, projects, assessments, etc. As classroom instruction is differentiated to meet student needs, grades for the quarter are a combination of grade level and differentiated assignments. With unit assessments, students are assessed on grade level standards, as grade level success is our goal. Some students may earn a D or F on the post unit assessment, but earn a different grade for the entire quarter. We are working to help our students have success with grade level standards. Pre and post assessments are used to determine student strengths, weaknesses, and needs. We use the data to help plan instruction to address those areas of concerns.

***Fourth grade data for the first unit was submitted by one of three classes. This is a self-contained behavior class that has only eight fourth grade students. For the second unit, the two general education classes submitted data.**

***Only one out of two fifth grade classes have data for the second unit of instruction. The data was not able to be recovered after a computer was cleaned and all the files were deleted.**

LEADERSHIP TEAM REPORT CONTINUED

Elements for an Effective School-wide Reading Program - Quality of Implementation for each element:

Element	Initial Grades K – 2	Initial Grades 3 – 5
Goals, Objectives, Priorities	11.8/14	12/14
Assessment	15.4/20	17.9/20
Instructional Practices and Materials	18.1/22	25.9/28
Instructional Time	10.1/14	5.4/6
Differentiated Instruction, Grouping	7.3/10	6/10
Administration, Organization, Communication	6.1/12	10.1/12
Professional Development	6.4/8	9.2/10
(Percentage) Total Score:	75.2/100	86.5/100

Comments/Clarification:

The literacy needs assessment revealed the following strengths:

- K-2 Goals/ Objectives/ Priorities
- 3-5 Instructional Practices and Materials and Professional Development

Our literacy action plan focuses on the Differentiated Instruction and Grouping element for K-5.

LEADERSHIP TEAM REPORT CONTINUED

Behavior (PBIS) - Tiered Fidelity Inventory

Core Features	Initial	
Tier I	7/30	23% implemented
Tier II	2/26	8% implemented
Tier III	19/34	56% implemented

Comments/Clarification:

Romine's Behavior Goals

- Define and clearly state positive student expectations or rules.
- Clearly define problem behaviors.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



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DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: STEPHENS ELEMENTARY
STATUS: FOCUS SCHOOL – YEAR FOUR
SITE-BASED SIS: MARY DIANE BARKSDALE
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN AND SHARES A WHITE

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: PHILLIP CARLOCK

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

ID01 - Stephens had a leadership team in place. Agendas were created but not sent out before meetings. Minutes were typed and sent out to each team member after each meeting. Specific duties were not assigned. The team reviewed the TIP and ACSIP and monitored the progress of actions under those plans. The team discussed professional development articles and gave reflections on them. The team is unsure if by-laws were followed with fidelity.

ID04 – Teachers were appointed to committee teams. Committee teams were established by the administrator, but did not meet regularly. They met on a “need to” basis. The Principal keep up with all paperwork.

Current reality of effective practice:

ID01- A Leadership Team is in place with a specific meeting time schedules for at least twice a month for an hour each session. Roles have been assigned to members. LRSD bylaws have been adopted and followed waiting on the district to send us the state by-laws.

Grade level members were unable to meet regularly and Mr. Carlock has implemented a plan to have them present more often. We feel we need representatives from primary and intermediate at all meetings.

ID04 – All committee teams were formed with roles assigned. Agendas, and minutes are distributed to members. Agendas, notes and minutes are kept in a binder in the teachers' lounge for other staff members to review. Chairpersons oversee meetings. Some committees did not meet consistently. Planning Learning Committee and grade level teams meet

ID07 – Leadership team met once a month. Meetings normally lasted longer than one hour.

ID08- We did not effectively communicate minutes in our meetings with the staff. (This is not a key indicator for Focus schools)

ID10- We reviewed our TIP and other data to make decisions about school improvement and professional development. (This is not a key indicator for Focus schools)

weekly.

ID07- Leadership team consistently meets twice monthly and as needed. Agendas are created and distributed. Team is focused on agenda items.

ID08 – Leadership team receives agendas and minutes but these are not forwarded to the staff. A notebook was established for the staff and placed in the lounge to hold the agendas and the minutes. It disappeared this spring. ID10- Leadership team used current data to make decisions about school improvement and professional development needs. An example of this is the data reviewed before the schedule was changed to prioritize math and literacy for morning work and not after recess or in the afternoons.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from beginning of the year:

IIB01- Instructional teams developed instructional units. Pre-tests were not administered consistently among the teachers. (not key indicator for Focus schools)

IIB02- Pre/post tests not consistently given by all teachers therefore data not available for accurate analysis per grade levels to plan professional development. (not key indicator for Focus schools)

IIB03- Fall 2015 there were no intervention meetings. Some grade levels had pre/post data to review but not all. (not key indicator for Focus schools)

IIB04- Most teachers use pre/post data to drive instruction. Facilitators provided professional development on data analysis for teachers. Most teachers differentiate instruction for students based on results.

IIB05 – All teachers did not re-teach based on post test results.

Current reality of effective practice:

IIB01 – All teachers give pre/post tests consistently.

IIB02- A needs survey was given to teachers for possible professional development. Results from pre/post tests are used to plan professional development during weekly Planning Learning Community for each grade level.

IIB03 – Pre/post data is analyzed during the weekly PLC meetings to determine what shifts need to be made with instructional practices to provide students interventions.

IIB04 – All teachers use pre/post test data in order to plan for individualized differentiated instruction giving support for some students and enhancement for others. All teachers conduct a test analysis in order to prescribe specific differentiation. Intervention sheets are completed and shared with facilitators. Principal holds an intervention meeting once a month with each grade level, facilitators and SIS.

IIB05- Gradually almost all teachers began to re-teach based on post test results. This will be prioritized next year during the intervention meetings when they will present data for the principal to review.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice from the beginning of year:

IVA01- Stephens has a parent center which is open daily. There are materials and pamphlets available there for parents to support their child's education at home. Monthly newsletters go home to give parents tips on how to help their children. The School Compact is distributed at registration and a parent signature is required. The School Compact and the parental Involvement Plan are posted on the website. Each semester we have a cluster wide team meeting for parents that provides materials, ideas, and support to help their children at home. We hold a Back to School Bash, Open House, Math/Literacy Carnival, Title One parent involvement meetings, variety of workshops during the day and evening to accommodate all parents. We have opportunities for parents to be Watch Dogs or Divas (parental volunteers). We keep parents informed through our parent link which is an automated call-out system. Grades are posted to Edline weekly and interim reports are sent home.

Current reality of effective practice:

IVA01 – In addition to the information listed in the current reality from the beginning of the year we have added an Awards Banquet, promotional ceremonies and the Principal's Newsletter each quarter with a section asking for parental feedback and suggestions.

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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

<p>Current reality of effective practice from the beginning of the year:</p> <p>VA01 - We provide students with motivational speakers throughout the year, constant guidance services and referrals for social, emotional and physical needs, course selection services for fifth graders moving to middle school, Peer helper program, classroom jobs, daily student announcement speaker, students of the week and Go to Work Day shadowing.</p>	<p>Current reality of effective practice:</p> <p>VA01 - In addition to the offerings listed under the current reality of effective practice from the beginning of the year, we have added Starbucks and a Starbucks store where students earning Starbucks for exceptional positive behavior can redeem their Starbucks on Fridays for incentives of their choice. Also added were a Fifth grade and a Kindergarten graduation recognition program. We are planning a college and career readiness week for next year.</p>
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LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

Our most meaningful change was changing our instructional schedule. This change allowed for math and literacy instruction to be during the optimal time for student learning-----mornings in most cases and not after lunch/recess. When school started Mr. Carlock was advised by an outside consultant to change the schedule from the year before to meet her schedule needs since she was going to be working with us from another school. After we began to test students and get low scores the facilitators compared the data to the year before and saw scores were lower this year. After the Leadership Team analyzed the situation we saw math and literacy scheduled in the afternoons on some schedules and directly after lunch/recess on others. Knowing children are tired and frustrated at these times we appealed to the principal to change the schedules again to allow math and literacy priority schedules in the mornings. After this change we began to see improved scores once again as students were more focused on their work.

The second change was the acceptance and use by all the teachers of the pre/post tests results to differentiate instruction. As third grade teachers used this approach and began to share their improved results with the other teachers the practice slowly began to spread to some reluctant teachers. To assist the teachers the facilitators modeled differentiation strategies over and over again for the teachers and made suggestions for differentiated small group instruction and even one on one in some cases after pre tests to teach concepts until the post tests. They began to see better results on the post tests. Finally we saw universal acceptance because of the

data showing improvement.

If anything, what do you intend to change or modify for the year?

1. Work to combine committee teams. There seem to be too many committees which resulted in individuals being on several committee teams and having too many meetings to attend.
2. Examine our schedule to plan coverage for classroom teachers to attend our School Leadership Team meetings. Their input is greatly needed when making decisions about our school and classrooms.
3. Create a checklist to monitor how we are meeting our goals throughout the year. This will keep us focused on our goals. Mr. Carlock assigned Ms. Duckery, media director, as our accountability manager. (Indistar Comprehensive Plan Report is one that can be used for the Indicators/objectives for SPEG).
4. Emphasize to classroom teachers the need to re-teach students who do not score proficient on the post tests.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2 & 3 -STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Total # of ODRs referred to the office				Number of students with 5 or more referrals These three columns refer to the number of students with five or more referrals to our Responsible Thinking Classroom.			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
CBI	16	16	15	16	CBI 16									
K	40	39	40	41	K-1	K-0			K-3	K-1			K-2	
1	59	52	53	51	1-5	1-1			1-5	1-1		1-2	1-2	
2	53	50	50	49	2-9	2-0			2-2	2-1		2-1	2-3	2-2
3	74	73	69	70	3-10	3-3			3-4	3-16		3-4	3-6	3-5
4	44	42	44	43	4-6	4-1			4-1	4-2		4-0	4-1	
5	41	41	40	40	5-6	5-1			5-1	5-3		5-0	5-0	

Comments/ Clarifications:

+ Mr. Carlock did not have any students who were referred to the office five or more times. Counseling is in place for any student who might reach 5 referrals.. The chart at the right end is a list of the students per quarter, 2nd, 3rd and 4th that received five or more referrals to our Responsible Thinking Classroom. Third grade leads with the most number of referrals; however we have three classes of third graders and only two classes of fourth and two classes of fifth. Total office referrals increased this quarter. The Leadership Team is pleased that Stephens is a part of the SPDG grant and has formed a PBIS (behavior) Team with goals for next year. We are Responsible. We are respectful. We are safe. The team is developing a behavior matrix to roll out at the beginning of the year to make our discipline sanctions more consistent from teacher to teacher to benefit the students. We are

fortunate to have a Responsible Thinking Classroom which is a step often used before an office referral. Students receive counseling about their offense and are helped to write a plan correcting the behavior and focused on the positive action and not the negative.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Number of students who have been absent 10 or more days (20% absence rate)				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of ELEMENTARY students that are 2 or more years below grade placement in ELA as determined by WRAP May 2016/		Number of ELEMENTARY students that are 2 or more years below grade placement in Math as determined by Universal Math Screener May 2016	
	1st	2nd	3rd	4th	1st	2th	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0	2	0	0	50%			0				
1	1	4	1	17		33%	33%	0				
2	1	3	2	12	33%			0	3-42	3-2	3-43	3-27
3	1	4	2	12				0	4-27	4-9	4-30	4-32
4	1	2	1	8	50%	50%	50%	0	5-11	5-13	5-10	5-46
5	1	0	1	4				0				

Comments/ Clarifications:

+ Fifth-three students were truant the last quarter. We consider this unacceptable. Teacher, counselor and principal contacts make some difference.

+ Mr. Carlock is on a LRSD committee to develop a new policy for attendance and tardies. We hope it will be in place at the start of the new year. We cannot teach an absent student. Truancy Court does not appear to be making a real difference.

+Standardized test scores were used first quarter to determine students two or more years below grade placement in ELA and Math. These scores gave very large numbers for 3rd and fourth grades. The tests were over a year old. Using the WRAP for reading and the Universal Math Inventory given May 2016 has given us what we feel is a truer picture of the students who are two or more years below grade placement at this time fourth quarter

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level	Total number of D's or F's in Math this quarter	Percent of students with D or F on any unit tests in Math (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	5	70	9	11	13	5	69	70	71	71	281	108		48%	38%	38%
4	2	43	21	10	2	3	41	42	43	42	168	108		85%	69%	64%
5	10	40	21	17	8	19	37	38	37	39	151	60		60%	60%	40%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

+ Very happy to see the percentage of students making D's or F's on any unit tests in Math decrease from one 45 day report to the next; from the second quarter to the third and now the fourth. We still consider these percentages to be too high but we feel the teachers are embracing the pre/post test concept and using differentiation strategies per student groups and individual students from the pre test until the post test.

+ We are happy that Stephens was represented by a math team at the LRSD Mathletes competition this year. That is a first for Stephens.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	7	70	7	7	10	8	70	71	71		212	87		48%	23%	41%
4	1	43	16	4	1	0	43	41	42		126	72		85%	47%	57%
5	10	40	23	20	15	11	38	38	27		103	30		60%	36%	29%
Example							100	90	95	N/A	285	57	20%			

Comments/Clarification:

+ We are pleased that the percentage of students with D's and F's has decreased from the second quarter. We feel this is a result of the teachers embracing the pre/post test concept. Teachers differentiate instruction in small groups or individually now more than they were doing at the beginning of the year. After the pre test analysis differentiation is part of class strategies until the post test is given.

LEADERSHIP TEAM REPORT CONTINUED

Elements for an Effective School-wide Reading Program - Quality of Implementation for each element:

Element	Initial Grades K – 2	Initial Grades 3 – 5
Goals, Objectives, Priorities	13.2/14	12.7/14
Assessment	18.6 /20	19.3/20
Instructional Practices and Materials	19.7/22	26.7/28
Instructional Time	13 /14	5.6 /6

Differentiated Instruction, Grouping	7.6 /10	9.9 /10
Administration, Organization, Communication	8.7 /12	11.6 /12
Professional Development	6.5 /8	9.5 /10
(Percentage)		
Total Score:	87.3 /100	94.6 /100

Comments/Clarification:

Stephens uses a wide variety of assessments.(WRAP, SOAR, Pre/Post tests, Dibels, ACT Aspire) All teachers and administrators have received professional development and technical assistance to learn how to analyze data and use results to plan more differentiated core instruction focused on data-based decision making within the RTI framework. In an effort to equip teachers to better meet the needs of each student, training on using differentiated instructional strategies has also been provided. A revision in the schedule has allowed for special education teachers to be included in weekly PLC's (Planning Learning Communities).

LEADERSHIP TEAM REPORT CONTINUED

Behavior (PBIS) - Tiered Fidelity Inventory

Core Features	Initial	
Tier I	12/30	40 % implemented
Tier II	14/26	54% implemented
Tier III	28/34	82% implemented

Comments/Clarification:

The Leadership Team agreed that most of the Tier I core features for a fully implemented behavior system were only partially in place at Stephens. The team reported that their ability to correct and regularly review discipline data is an area of need. The Tier III Team (School Based Intervention Team) that addresses students with more intensive needs is fully in place and operating effectively.

A PBIS Team has been formed and received training in April and May, selected goals for next year, wrote the initial plan and has begun a behavior matrix. The goals are written in child friendly language. They are: We are responsible. We are respectful. We are safe.

The Leadership Team has asked for a thorough professional development session for all staff on the uses and procedures for the Responsible Thinking Classroom at the beginning of next year. The team felt it could be used more effectively next year.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLL, etc.)? You may include a chart to describe your data.

1. Math Universal Screeners Advanced/Proficient Students- our chart shows third grade had a 32 point growth from fall to spring, fourth had 9 point growth and fifth grade had 12 point growth. (CHART FOLLOWS)
2. Math IOWA Assessment – First graders scores proficient in 2016 which was an improvement from basic in 2015 with +7.6 growth. Second grade had growth of +1.7 which was basic but only 1.3 away from proficient.(CHART FOLLOWS)
3. Math Growth Summary Report – From the first assessment at the beginning of the year to the last of the year this report shows above average growth in grades, three (165), grade four (105, and grade five (145). (CHART FOLLOWS)
4. Literacy IOWA Assessment – First graders scored basic and had a +0.4 growth which was 3.5 away from proficient. Second grade remained basic.(CHART FOLLOWS)
5. Writing and Reading Assessment Profile (W.R.A.P.)End-of-Year Results – The attached chart show the percent and number of students reading 2 YEARS ABOVE GRADE LEVEL in all grades.(CHART FOLLOWS)
6. Pre/Post tests for the last quarter – two units for LITERACY show most post scores in the 60 and 70 percent range. Slow growth. This is an improvement from second quarter. We still have too many students making D's and F's on post tests. The two units for MATH show more scores in the 70 and 80 range than in previous quarters. Slow growth. We have too many students making D's and F's on post tests. We will have an emphasis next year on differentiated re-teaching after the post tests to move these students to proficient. (CHARTS FOLLOW)

Scholastic Math Inventory and Math Universal Screener Results

Scholastic Math Inventory Growth Report

STEPHENS ELEMENTARY SCHOOL (142 total students)

GRADE	FIRST TEST SCORE (AVG IN SELECTED TIME PERIOD)	LAST TEST SCORE (AVG IN SELECTED TIME PERIOD)	AVERAGE GROWTH IN QUANTILES
Third grade	160	325	165
Fourth grade	265	370	105
Fifth grade	365	510	145

From: Shutes, Pakita Sent: Wed 6/1/2016 2:32 PM
 To: Mox, Sadi; Corballe, Christopher; Walker, Sheron; Hughes, Tara; Kelly, Sylvia; Anderson, Yolanda; Burney, Belinda
 Cc: Carlock, Philip; Barksdale, Mary
 Subject: 3rd - 5th Scholastic Math Inventory Growth Report

Message: SKM_454e16060112500.pdf (75 KB) 2015-2016 SMI Mox.pdf (71 KB) 2015-2016 SMI Corballe.pdf (75 KB) 2015-2016 SMI Walker.pdf (75 KB)
 2015-2016 SMI Kelly.pdf (68 KB) 2015-2016 SMI Hughes.pdf (73 KB) 2015-2016 SMI Anderson.pdf (75 KB) 2015-2016 SMI Burney.pdf (75 KB)

Scholastic Math Inventory Analysis
 ✓ 3rd-5th Grade Average Quantile Growth is 140
 ✓ Year End Proficiency Ranges
 Grade 3 (625-850Q)
 Grade 4 (715-950Q)
 Grade 5 (820-1020Q)

Instructional recommendations for each student are listed on the pages after the class roster. Please review the website www.quantiles.com over the summer break! It is a wonderful website to support our students' learning as we focus on more in-depth interventions to better support our students next year. Thank you all for a wonderful school year!

Ms. Pakita Shutes
 Math Instructional Facilitator
 Stephens Elementary School
 3700 West 18th Street
 Little Rock, AR 72204
 501-447-6465
pakita.shutes@lrpsd.org

Math Universal Screeners Advanced/Proficient Students

Grade	# of Advanced/Proficient Fall 2015	# of Advanced/Proficient May 2016	Growth
3 rd	14	46	+32
4 th	5	14	+9
5 th	13	25	+12

Barksdale, Mary

From: Shutes, Pakita
Sent: Saturday, June 04, 2016 9:26 AM
To: Stephens
Subject: 2016 Math Iowa Assessment Results

CONGRATULATIONS

I know you all are enjoying your summer vacation; but I want to share some good news!!! Our 1st and 2nd graders had Growth on the Math Iowa Assessment!!!

I am proud of all of our awesome students, teachers, specialist, and support staff! A special congratulations to our 1st graders who scored **PROFICIENT!!! JUST AWESOME!!!!**

Congratulations Everyone!! **ONE TEAM!!!**

2016 Math Iowa Assessment				
Grade	Year	Score	Proficiency Level	Growth
1 st	2015	136.3	Basic	
1 st	2016	143.9	Proficient	+7.6

2016 Math Iowa Assessment				
Grade	Year	Score	Proficiency Level	Growth
2nd	2015	159	Basic	
2nd	2016	160.7	Basic	+1.7 1.3 away from Proficient



Growth Summary Report

SCHOOL: STEPHENS ELEMENTARY SCHOOL

Demographic Filter: Grade 3, Grade 4, Grade 5
Time Period: 08/17/15 - 06/11/16

3

Math Inventory

Total Grades: 3
Total Math Inventory Students: 142
Average Quantile® Growth: 140

STEPHENS ELEMENTARY SCHOOL (142 total students)

GRADE	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILES
Third grade	160	325	165
Fourth grade	265	370	105
Fifth grade	365	510	145

Grade Third grade (63 total students)

CLASS	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILES
CORBALLIS_15	215	390	175
Mob3	80	230	150
TEACHER-41	205	375	170
Walker3	180	345	165

Grade Fourth grade (41 total students)

CLASS	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILES
Alexander1	245	335	90
Kelly4	300	425	125
TEACHER-41	215	180	0

Grade Fifth grade (38 total students)

CLASS	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN QUANTILES
Anderson1	380	590	200
Burney	340	440	100
TEACHER-41	310	440	130

4

2016 Iowa Test of Basic Skills (ITBS) Literacy Assessment Results
Stephens Elementary

2016 Literacy Iowa Assessment					
Grade	Year	Score	Proficiency Level	Growth	
1 st	2015	140.1	Basic		
1 st	2016	140.5	Basic	+0.4	3.5 away from Proficient

2016 Literacy Iowa Assessment					
Grade	Year	Score	Proficiency Level	Growth	
2 nd	2015	157.9	Basic		
2 nd	2016	155	Basic	-2.9	6 away from Proficient

Created 6/6/16

2016 Writing & Reading Assessment Profile (W.R.A.P.) Results
End-of-Year
Stephens Elementary

<u>Grade</u>	<u>% Reading 2 Years or More Above Grade Level</u>
Kindergarten	3% (1 out of 40)
1 st	6% (3 out of 51)
2 nd	20% (10 out of 51)
3 rd	59% (42 out of 71)
4 th	27% (12 out of 44)
5 th	45% (18 out of 40)

Created 6/6/16

Literacy

Pre/Posttest Reporting Form

6

June 3
2016₁

Stephens Elementary

third

Report results to principal and district by: Unit 1 - February 5; Unit 2 - March 5; Unit 3 - April 1

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	# Ds or Fs on Post-Test
Corballis	Unit 3 on 45 day report 3-Literacy-Unit 7		23	50.0%	24	74.0%	24.0%	6
Moix	3-Literacy-Unit 7		22	45.0%	24	72.0%	27.0%	10
Walker	3-Literacy-Unit 7		23	41.0%	23	50.0%	9.0%	16
Kelly	4-Literacy-Unit 7		19	67.0%	19	67.0%	0.0%	8
Hughes	4-Literacy-Unit 7		22	32.0%	22	60.0%	28.0%	11
Anderson	5-Literacy-Unit 7		18	68.0%	18	91.0%	23.0%	0
Burney	5-Literacy-Unit 7		20	65.0%	20	59.0%	6.0%	7
Corballis	Unit 4 on 45 day report 3-Literacy-Unit 8		24	50.0%	24	76.0%	26.0%	5
Moix	3-Literacy-Unit 8		24	44.0%	24	62.0%	18.0%	15
Walker	3-Literacy-Unit 8		23	47.0%	23	61.0%	14.0%	13
Kelly	4-Literacy-Unit 8		19	51.0%	21	51.0%	0.0%	14
Hughes	4-Literacy-Unit 8		22	33.0%	21	55.0%	22.0%	14
Anderson	5-Literacy-Unit 8		18	66.0%	18	92.0%	26.0%	1
Burney	5-Literacy-Unit 8		20	65.0%	19	62.0%	3.0%	9

Pre/Posttest Reporting Form

Stephens Elementary

fourth quarter

2-Jun-16

6

June 3
2016

Math

Teacher	Grade & Subject/Course	Period	# Students	Pre-Test %	# Students	Post-Test %	Gain or Loss	# Ds or Fs
Math								
Corballis	3- Math Unit 7		22	59.0%	24	81.0%	22.0%	4
Moix	3 - Math Unit 7		24	60.0%	24	77.0%	17.0%	4
Walker	3- Math Unit 7		23	52.0%	23	72.0%	20.0%	8
Kelly	4- Math Unit 7		21	22.0%	21	55.0%	33.0%	16
Hughes	4- Math Unit 7		22	29.0%	22	52.0%	23.0%	12
Anderson	5- Math Unit 7		18	64.0%	18	85.0%	21.0%	3
Burney	5-Math Unit 7		20	31.0%	19	55.0%	24.0%	11
Unit 4								
Corballis	3-Math Unit 8		24	43.0%	24	86.0%	43.0%	2
Moix	3 Math Unit 8		24	31.0%	24	73.0%	42.0%	7
Walker	3-Math Unit 8		23	31.0%	23	57.0%	26.0%	16
Kelly	4-Math Unit 8		19	39.0%	21	48.0%	9.0%	18
Hughes	4-Math Unit 8		21	17.0%	21	54.0%	36.0%	12
Anderson	5-Math Unit 8		18	89.0%	18	89.0%	0.0%	3
Burney	5- Math Unit 8		21	83.0%	21	88.0%	5.0%	6



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LRSD
SCHOOL: WAKEFIELD ELEMENTARY
STATUS: FOCUS YR. 4
SITE-BASED SIS: DELWIN H. SMITH
EXTERNAL PROVIDER: NA
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN & SHARESIA WHITE

SUPERINTENDENT: BAKER KURRIS
PRINCIPAL: LES TAYLOR

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: Leadership team has been established and meets twice-a-month for one hour (1 st & 3 rd Monday) with building administrators & school improvement specialists to discuss pre/post literacy & math data assessment and quarterly reports, and TIP (target improvement plan). The SIS share school improvement information from both state & district level meetings during scheduled leadership team meetings.	Current reality of effective practice: Allow more input from faculty. Design a new format where grades meet vertically to discuss gaps and strategies to overcome deficits. (Design vertical team meetings Q1, Q2, and Q4 during 2016-17 school year).

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: Teachers have established routines in administering pre/post test. Teachers use this data to guide instruction. Teachers still experience difficulty with students lagging in readiness standards (basic skills).	Current reality of effective practice: Although students are showing improvement and growth, there are academic gaps in skills that hinder a students' ability to reach grade level standards. Fortunately, we have identified these students and an intervention plan is in place for next school year (2016-2017). Summer vacation causes some regression; therefore, teachers have recommended summer school for low performing students and students not able to attend are sent home with additional resources.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: The following services are offered to parents of Wakefield Elementary: <ul style="list-style-type: none"> • The Parent Center (located main entrance) provides parenting skill strategies. • Literacy/Math Family Night • On-site service providers work with students experiencing both academic and/or behavioral problems in the classroom. 	Current reality of effective practice: There are several barriers for improving students’ outcome such as language barriers, low parental involvement, parent level of education, socio-economic status, and level of crime in neighborhoods. Unfortunately parents do not fully utilize available resources provided.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

<p>Effective Practice within Category: Post-Secondary School Options (VA01)</p>

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

N/A

Current reality of effective practice:

N/A

N/A

N/A

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The most meaningful decisions made by the leadership team are ensuring pre/post tests for literacy and math are being administered and that teachers are analyzing the data during grade level planning. We attribute these changes to the SBIT (School Based Intervention Team) meetings, monthly professional development for staff, and Leadership Team meetings.

If anything, what do you intend to change or modify for the year?

Incorporating vertical team meetings during Q1, Q2, and Q4 for the 2016-2017 school year.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	100	98	100	100	9	43	0	0	0	0	2	1	1	5
1	90	90	92	90	2	30	0	0	0	0	0	1	1	0
2	100	98	99	100	7	28	0	0	0	0	0	1	1	3
3	85	89	92	92	6	24	0	0	0	0	0	1	0	0
4	90	92	91	92	10	26	0	0	0	0	0	0	0	0
5	82	84	84	82	6	27	0	0	0	0	0	2	0	1

Comments/ Clarifications:

- During the 2015-16 school year students with 10 or more absences had letters sent home to parents to schedule meetings with school administrators. This is required through LRSD attendance policy.
- Quarterly school-wide incentives (nacho party, outdoor cookout, and movie) are offered to students with less than 3 tardies, students were sent home until a parent conference with school administrators was held, and out of school suspensions. This systematic process was in place during 2015-16 school to reinforce and encourage positive student attendance.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Universal Math Screeners in September 2015- / Scholastic Math Inventory in May 2016.</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>DRA Test on August 2015- May 2016.</u>		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0%	0%	0%	0%	1				0	0		
1	0%	16.7%	33.3%	50%	1	10			14	12		
2	0%	25%	0%	25%	0	28			11	3		
3	0%	25%	0%	50%	5	46			14	5		
4	25%	25%	50%	25%	15	59			19	17		
5	0%	0%	33.3%	0%	25	45			25	28		

Comments/ Clarifications:

- *Students took the universal math screeners in the fall of 2015. The 2nd-5th graders were also given the online Scholastic Math Inventory Assessment in September, January and May. The first graders were given the online Scholastic Math Inventory assessment in January 2016 and May 2016. Teachers and the leadership team concluded that this assessment was a more beneficial indicator to gage the academic growth of the students. This assessment is aligned for each student based on their performance from the previous test cumulative and ongoing skills are assessed.*
- *Our building set a growth goal for each 2nd-5th grader of 150 points for the year. The first grade growth goal was 75 points from January 2016 to May 2016.*
- *71% of students assessed (306 out of 433) reached their growth goal. Additionally, 21% of students showed growth but were not able to meet their goal from September 2015-May 2016. Data charts are attached to school improvement documents.*

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3rd	3	92	6	5	5	9	87	91			178	50				28%
4th	10	92	16	35	11	12	81	89			170	30				18%
5th	6	82	14	23	10	13	82	80			162	46				28%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- During the 4th quarter, students took the ACT Aspire Assessment and the Scholastic Math Inventory assessments; therefore, many instructional days were lost due to numerous testing dates. However, teachers felt that by giving fewer unit tests during this quarter, students had more time to focus on concepts. This resulted in fewer D's and F's.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
											(A)	(B)	(C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3rd	5	92	10	10	9	11	89	89			178	93				52%
4th	14	92	18	34	13	12	87	87			174	95				55%
5th	8	82	26	17	17	24	76	79			155	40				26%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- Teachers and students felt overwhelmed with all the testing during the 4th quarter and there didn't seem to be enough instructional days due to testing being held in the computer lab.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Data presented: Beginning and end of year Scholastic Math Inventory Assessments for grades 1st – 5th

- Scholastic Math Inventory Assessment data included in charts. These charts display growth in each grade by proficiency level from September 2015 to May 2016 for 2nd -5th grade and from January 2016 – May 2016 for first grade.
- The 3rd – 5th graders took the ACT Aspire Interim III test. This replaced the district SOAR test 3 for the spring. Data reflects the students scored above or close to the district averages. (see attached ACT Interim Results)

1st Grade SMI 2015-2016

January		May		
Percent of Students in Category	Number of Students in Category	Percent of Students in Category	Number of Students in Category	Gain (+) or Loss (-)
0%	0 Advanced	2%	2 Advanced	+2%
2%	2 Proficient	16%	14 Proficient	+14%
35.5%	31 Basic	70.5%	62 Basic	+35%
62.5%	55 Below Basic	11.5%	10 Below Basic	-51%

56/83 with 75 points or more growth= 67%

68/83 with any amount of growth = 82%

*Moved 51% of students to a new level

2nd Grade SMI 2015-2016

September		May		
Percent of Students in Category	Number of Students in Category	Percent of Students in Category	Number of Students in Category	Gain (+) or Loss (-)
0%	0 Advanced	9%	9 Advanced	+9%
0%	0 Proficient	28%	28 Proficient	+28%
25%	24 Basic	35%	35 Basic	+10%
75%	73 Below Basic	28%	28 Below Basic	-47%

68/95 with 150 points or more growth = 72%

92/95 with any amount of growth = 97%

*Moved 47% of students to a new level

3rd Grade SMI 2015-2016

September		May		
Percent of Students in Category	Number of Students in Category	Percent of Students in Category	Number of Students in Category	Gain (+) or Loss (-)
0%	0 Advanced	1%	1 Advanced	+1%
0%	0 Proficient	11%	10 Proficient	+11%
0%	0 Basic	35%	31 Basic	+35%
100%	85 Below Basic	53%	46 Below Basic	-47%

63/87 with 150 points or more growth = 72%

84/87 with any amount of growth = 97%

*Moved 47% of students to a new level

4th Grade SMI 2015-2016

September		May		
Percent of Students in Category	Number of Students in Category	Percent of Students in Category	Number of Students in Category	Gain (+) or Loss (-)
0%	0 Advanced	1%	1 Advanced	+1%
0%	0 Proficient	9%	8 Proficient	+9%
4.5%	4 Basic	24%	21 Basic	+19.5%
95%	81 Below Basic	66%	59 Below Basic	-29%

62/88 with 150 points or more growth = 70%

82/88 with any amount of growth = 93%

*Moved 29.5% of students to a new level

5th Grade SMI 2015-2016

September		May		
Percent of Students in Category	Number of Students in Category	Percent of Students in Category	Number of Students in Category	Gain (+) or Loss (-)
0%	0 Advanced	9%	7 Advanced	+9%
2.5%	2 Proficient	21%	17 Proficient	+18.5%
6.5%	5 Basic	14%	11 Basic	+7.5%
91%	73 Below Basic	56%	45 Below Basic	-35%

57/80 with 150 points or more growth = 71%

73/80 with any amount of growth = 91%

*Moved 35% of students to a new level

**Wakefield Elementary
Interim III Assessment Results
Replaced SOAR Test 3 for Spring 2016**

Mathematics

Grade Level	Wakefield Average	District Average	Ranking
3 rd	56.7	60.8	20 th
4 th	51.7	55.4	16 th
5 th	53.1	57.8	20 th

Reading

Grade Level	Wakefield Average	District Average	Ranking
3 rd	63.7	66.1	19 th
4 th	68.2	68.3	16 th
5 th	68.3*	67.4	12 th

English

Grade Level	Wakefield Average	District Average	Ranking
3 rd	64.1*	61.9	15 th
4 th	63.5*	61.3	14 th
5 th	66.9*	63.9	17 th

Science

Grade Level	Wakefield Average	District Average	Ranking
3 rd	69.3*	61.5	10 th
4 th	63.4*	59.0	13 th (3 way tie)
5 th	74.7*	69.1	13 th

* = *higher than district average*



DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: WASHINGTON ELEMENTARY

STATUS: FOCUS (YEAR 1)

SITE-BASED SIS: PATRICIA GOODMAN

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN / SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: KATHERINE SNYDER

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08).

The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

(ID01)

- Our School Instructional Leadership Team (SILT) met twice monthly for a minimum of an hour each time. SILT had composed a team charter that defined our purpose. Our School Community Council (PTA) met monthly. Meetings were open to all stakeholders. Our instructional teams (grade level) had one hour of common collaboration time daily. This time was utilized for lesson planning, data analysis, and team professional development; however the schedule was flexible and some grade level teams did not meet consistently unless an instructional facilitator and/or administrator was present.

Current reality of effective practice:

(ID01)

- Our School Improvement Leadership Team meets twice monthly for a minimum of an hour each time. We modified our charter in May 2016 reflecting the following additions and/or changes:
 - Added Parameters of Leadership Team: Student Achievement, Instructional Environment, Teacher Proficiency
 - Modified Resources Available to Team by
 - added: Instructional Facilitators, School Improvement Specialist, ADE RtI Consultants, ASU PBIS Consultants
 - deleted ALA Team Institute Coach, Dr. Jeanne Huddle, Patricia Goodman, Nettie Epps, Morgan

(ID04)

- Action agendas and accompanying Next Steps (minutes) were in practice for faculty, SILT, and some data and PD meetings. However; action agendas/minutes were not consistently utilized during grade or departmental meetings. Though in the past, agendas and minutes were kept in office files for monitoring visits, this practice had not been maintained and needed to be reinstituted.

Ealy, Deborah Winston

- Added 3 Measures of Success: PLCs functioning according to their charters, student achievement data, and evidence of completion of Indistar tasks.
- Added to Assessment of Team Effectiveness: PLCs functioning according to charter, student achievement data
- Added to Communication Protocols Beyond Team: displays
- School Community Council (PTA) met monthly during Family First Tuesdays; PTA Leadership Board met on 3rd Mondays.
- Maintained hour daily collaboration time for each grade level (300 minutes weekly) and utilized the time for lesson plan development, data analysis/reflection, professional development needs. Instructional facilitators (IFs) and building administrators frequently attended these sessions to help facilitate and consult.
- Principal provided initial professional development to grade level and department chairs in order to improve their skills as teacher leaders and meeting facilitators.

(IDO4)

- Teams agreed upon a school format for action agendas / minutes in December 2015. Agenda notebooks were established for the following teams: Grade Levels Pre-K through Fifth, SILT, PTA, Special Education, and Specialists. All teams began using and keeping action agendas/minutes and storing them in team notebooks in the office conference room so that each team's work will be publically available for review; however, this effort had mixed success ranging from one grade level adding 3-4 agendas/minutes monthly between January 2016 through May 2016 to a total lack of compliance by some teams.

(ID07)

- Our school utilized three tiers of leadership. The first tier was comprised of 6 members that were currently attending the Arkansas Leadership Academy Team Institute Year 3. The first tier also included additional school-based teachers: our math and our literacy facilitators, our school improvement specialist, representation from our School-Based Intervention Team and our Special Education Department, and our Principal and Assistant Principal. We also had a Tier II leadership team which included grade level chairpersons and department chairpersons. Our Tier III leadership team was our School Community Council (PTA). Our Tier I team met twice monthly according to an established schedule (usually the 2nd and 3rd Mondays of each month). In addition, the Tier I team ALA members were scheduled to attend a total of 6 full days of collaborative training and work through the ALA in September 2015, February 2016, and May 2016. Our Tier II team met once per month and included members from Tier I. The Tier III team also met monthly. This team included teachers, parents, and community representatives. There was vertical alignment between teams because the Tier II and Tier III teams included members from Tier I. The principal and the assistant principal met with all three leadership tiers. The most difficult challenge that we faced at the beginning of the year was providing common times for the teams to meet without pulling some team members from instructional time. After school hour meetings were difficult due to after-school student programming: 21st Century Community Learning Center ECO4Kids. Our SILT planned to revisit this indicator at least annually to monitor continued implementation and adjust as necessary.

(ID07)

- The members of SILT participating in the Arkansas Leadership Academy Team Institute attended sessions on February 4-5 and May 5-6 completing the final year of the three year institute. The focus of the training was Leading and Managing First and Second Order Change which is very timely for the work our team is doing toward school improvement and full implementation of best practices. We are submitting an application to send a new team to the ALA Team Institute Year I in order to sustain and continue to build leadership capacity. We plan to use School Improvement Grant (SIG) funds to cover the cost. Four of the six team members will be new. One is required to be the principal and one member from this year's team will continue in an effort to provide continuity and extension of work already accomplished. It is our intention to include our School Improvement Specialist on the team if she is able to commit to the time away from work and home. In addition, two teacher leaders have been accepted to the ALA Teacher Institute for the 2016-2017 cycle. Upon returning from each ALA session, the teachers will share with faculty.
- The full SILT met twice monthly collecting baseline data, developing current status statements, prioritizing goals, creating action tasks, etc. We found the process of the work revealing, affirming at times, discouraging at other times, challenging, and laborious. We did most of the work in the media center with Indistar open and active on the Smart Board in order for all team members to fully participate in the process and see the results as we entered them. Our discussions have been deep and rich; however, the process is VERY time consuming and was particularly difficult at the end of long days paired with the many other demands of the school day and the final academic quarter. We tried holding one of the two monthly meetings during the instructional day and this was well received but

526

- (ID10)

- (IDO8)**

- (ID10)**

- Page 4 of 28

	<p>August we will examine and analyze our summative data from the Iowa Test of Basic Skills and the ACT Aspire. Grade levels and, in turn, classrooms, will establish Quarterly SMART Goals for Literacy, Math, and Behavior. The goals will be shared school wide and progress will be monitored and reported to stakeholders.</p>
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: (IIB01) <ul style="list-style-type: none"> This indicator was not initially assessed at the beginning of the 2015-2016 school year. 	Current reality of effective practice: (IIB01) <ul style="list-style-type: none"> All grade level teams designed and utilized pre- and posttests for 2-3 week learning segments beginning in December 2015 and through May 2016. The data sets for the fourth quarter in literacy and math are displayed later in this document. Teachers collaborated on this process. Instructional facilitators and building administrators met with grade level teams assisted with the process. Student gains from pre- to post test mastery were generally low. Teams discussed some possible root causes for this which included poorly written test items, lack of alignment to the rigor and

(IIB02)

- This indicator was not initially assessed at the beginning of the 2015-2016 school year.

(IIB03)

- This indicator was not initially assessed at the beginning of the 2015-2016 school year.

(IIB04)

- Washington Elementary faculty made significant progress in this area this school year due to concerted efforts by building administrators, instructional facilitators, and classroom teachers. Teachers focused on both math and literacy unit design by "unpacking" standards, anticipating possible misunderstandings, developing pretest and post test items, analyzing pretest data, grouping students, collaboratively planning instruction, analyzing post test data, monitoring and adjusting future instruction. Though there has been significant growth, teachers still defer a great deal

intent of standards, frequency of administration, lack of student motivation to perform, and poorly aligned instruction. Teachers were encouraged to individually complete a document which included reflective questions about the process and their students' results. The depth of teachers' reflections varied from teacher to teacher.

(IIB02)

- Pre- and posttests were administered to students in grades K-5. Teachers made attempts to pre- and post assess ALL students with varied success; however, the number completing both assessments increased from the third quarter to the fourth quarter.

(IIB03)

- Our SILT members received only general data statements from the results of the pre- and posttests from the third learning segment. The team did not have time to review the fourth learning segment data. As stated earlier in this document, our SILT shifted focus from school culture to student performance during the course of the third and fourth quarters. A calendar for collection and examination of academic / non-academic data for 2016-2017 has been developed and is displayed later in this document.

(IIB04)

- Utilization of pre-test results to drive instruction using strategies for differentiation to meet individual student needs is still inconsistent. Some teachers still struggle with classroom management which limits their opportunities for small group and individualized instruction. Lack of substitutes has caused erratic support by instructional paraprofessionals assigned to assist during the instructional intervention time periods. We are losing 4 instructional paraprofessionals for the 2016-2017 school year due to the district's reduction in force so we are reviewing how to best

to the use of whole group instruction as their preferred method of grouping. There are exceptions. Teachers still struggle with efficient and individualized differentiation for many of their students that receive special education services and those students that have reached mastery or need to be challenged.

(IIB05)

- This indicator was not initially assessed at the beginning of the 2015-2016 school year.

support teachers in their efforts to provide greater student support through differentiation during instructional blocks.

(IIB05)

- Re-teaching based on posttest results is also inconsistent within and across grade levels. Our instructional facilitator has developed a digital document which will provide a means for classroom teachers to better track student pre- and posttest performance by quarterly learning segments. The document pulls together the entire planning and reflective processes that have been taught to our teachers during the 2015-2016 school year. This document also includes grading results (A, B, C, D, F). Teachers will respond to reflective questions regarding skills and understandings, student misconceptions, interventions and re-teaching, other evidentiary sources, and barriers. This document's format is cumulative during the quarter so teachers will be able to view all learning segment data for the entire quarter adding information as the quarter progresses. The completed documents will also assist in the completion of quarterly reports.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice from the beginning of the year:

Current reality of effective practice:

(IVA01)

- In the past, we have utilized the LRSD Parent / Student Compact form which is general in nature.

(IVA01)

- During the fourth quarter, The Rtl and PBIS Teams began developing specific responsibilities and goals for students and families as described in the Wise Ways for this indicator. We are addressing behavioral expectations and goals first through the work we are doing under the Staff Professional Development Grant (SPDG) with ADE and ASU support. A team of three that represents our Rti and PBIS Leadership and our principal will attend the ADE School Improvement Summer Conference in Hot Springs in June 2016 and will spend one day with arepresentative of the ADE SPDG team. Our work with literacy and math learning expectations will utilize the National PTA Parents' Guide to Student Success Grade Level materials which is the format the district communicates to parents on the district's website. We will communicate our academic and behavioral expectations to parents by:
 - distributing these materials during Student Check-In on August 1-2, 2016,
 - making them available and discussion them at our annual Title I School Meeting in September 2016,
 - displaying them in our Parent Center,
 - posting on schools webpage, and
 - posting them outside of grade level classrooms and in other designated areas of our
 - building.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT**Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

(VA01)

- Moderate efforts to expose students to career opportunities are in place. School counselor's curriculum addresses career readiness; however, lessons are sparse and lack continuity and depth. The school counselor has sponsored career days, career shadowing, and career fairs in the past with very limited student involvement but has not maintained this effort during the past two years. Some classroom teachers and/or grade levels provide limited activities or experiences but this effort is not school-wide. Parents are informed of the core classes required in high school to lead to college readiness during the annual Title I Parent Meeting at the beginning of each school year. This information is also included in the LRSD Student Handbook. Our 21st CCLC ECO4Kids After School Hours Program has taken parents and students on field trips to a number of college / university campuses (UAPB, UCA, Philander Smith).

Current reality of effective practice:

(VA01)

- Counselor's performance is not consistently at a proficient level and this has been addressed on her performance appraisal. An action plan will be development in August 2016 for counselor to address the following areas:
 - Lesson planning and assessment of weekly whole group grade level counseling instruction.
 - Planning and implementation of school wide career day event and career shadowing event for fifth grade students.
 - Vertical event in collaboration with feeder middle schools. This was done in May with one middle school counselor and interventionist visiting from one middle School meeting with all fifth grade students for 20-25 minutes.
 - Principal has met with representative from Philander Smith and Arkansas Baptist College regarding possible field trips for fifth grade students and parents to visit the college campuses during the 2016-2017 school year.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

Decision	Attribution
<ul style="list-style-type: none"> Focus on school / classroom culture to increase teacher/student voice by surveying entire faculty and staff. 	<ul style="list-style-type: none"> Arkansas Leadership Academy Team Institute School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> Entering Indistar information as a whole team as a means to gain multiple perspectives and remain transparent. 	<ul style="list-style-type: none"> Patricia Goodman, School Improvement Specialist Principal
<ul style="list-style-type: none"> Analysis of data from: <ul style="list-style-type: none"> School-Wide Evaluation & Planning Tool for Elementary / Middle School Literacy (Feb 2016) Elementary School Behavior Needs Assessment (Feb 2016) 	<ul style="list-style-type: none"> ADE Rtl and ASU PBIS Team Consultants
<ul style="list-style-type: none"> Initial training in leading / facilitating PLC meetings for grade level and department chairpersons 	<ul style="list-style-type: none"> School <i>Improvement</i> Instructional Team
<ul style="list-style-type: none"> Faculty PD: Multiple Forms of Assessment and Data Analysis Tools 	<ul style="list-style-type: none"> Arkansas Leadership Academy Team Institute School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> Faculty PD: Student Voice Enriches Classroom Culture and Student Achievement 	<ul style="list-style-type: none"> Arkansas Leadership Academy Team Institute School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> School Improvement Leadership Team Book Study: School Culture Rewired 	<ul style="list-style-type: none"> School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> Faculty PD: Notice-Wonder-Ask Protocol and Triangulation of Data 	<ul style="list-style-type: none"> Arkansas Leadership Academy Team Institute School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> Faculty PD: Intro to Indistar 	<ul style="list-style-type: none"> Dr. Shaketa McKlissick, LRSD Patricia Goodman, School Improvement Specialist

<ul style="list-style-type: none"> All day Faculty PD: Indicators for Success: Helping Shape School Culture to Increase Learning and Student Achievement 	<ul style="list-style-type: none"> School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> Review of WiseWays with faculty 	<ul style="list-style-type: none"> School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> Change in monthly faculty PD to a menu of PD choices during one of the two meetings each month 	<ul style="list-style-type: none"> School <i>Improvement</i> Leadership Team
<ul style="list-style-type: none"> Faculty PD: Assessment: The Beginning and the End of Effective Instruction and Student Achievement 	<ul style="list-style-type: none"> Principal Patricia Goodman, School Improvement Specialist
<ul style="list-style-type: none"> Faculty PD: SPDG Literacy Results: What should be our next steps or goals? 	<ul style="list-style-type: none"> ADE Rtl Literacy Consultants
<ul style="list-style-type: none"> Faculty PD: Third Academic Quarter Data Analysis and Report 	<ul style="list-style-type: none"> Patricia Goodman, School Improvement Specialist
<ul style="list-style-type: none"> PBIS Vertical Team Training on campus 	<ul style="list-style-type: none"> Principal Karen Worsham, PBIS Internal Coach
<ul style="list-style-type: none"> Definition of SBIT and SILT responsibilities regarding student achievement <ul style="list-style-type: none"> SBIT – individual student performance SILT – grade level / school patterns / trends 	<ul style="list-style-type: none"> ADE Rtl Literacy Consultants School <i>Instructional</i> Leadership Team
<ul style="list-style-type: none"> First / Second Order Change Initiatives 	<ul style="list-style-type: none"> Arkansas Leadership Academy Team Institute School <i>Instructional</i> Leadership Team

If anything, what do you intend to change or modify for the year?

(ID04) Greater PLC team leadership accountability is needed (i.e., monitoring action agendas/minutes).

(ID07) We are submitting an application to send a new team to the ALA Team Institute Year I in order to sustain and build leadership capacity. In addition, two teacher leaders have been accepted to the ALA Teacher Institute for the 2016-2017 cycle. Upon returning from each ALA session, the teachers will share with faculty. We are going to try some before school meetings in the fall to see whether that time better serves the team.

(ID08) SILT agendas and minutes are kept in a binder and are available for review in the office conference room. Compliance with this process will be carefully monitored to insure that the binder is kept current.

(ID10) In August we will examine and analyze our summative data from the Iowa Test of Basic Skills and the ACT Aspire. Grade levels and, in turn, classrooms, will establish Quarterly SMART Goals for Literacy, Math, and Behavior. The goals will be shared school wide and progress will be monitored and reported to stakeholders.

(IIB01) We will sustain our practice of utilizing pre- and posttests for 2-3 week learning segments Teachers will be refine their collaborative planning process using reflective questions about the process and their students' results. Each team will select a meeting facilitator. Each facilitator will receive training on best practices for planning and leading effective collaboration.

(IIB02) Every effort will be made to pre- and post every student for every learning segment.

(IIB03) The results of the pre- and posttest data will be a primary agenda item during the 2016-2017 school year. A calendar for collection and examination of academic / non-academic data for 2016-2017 drive this work.

(IIB04) SILT member and administrators will manage time, materials, and human capital in a manner that offers the greatest support to teachers in their efforts for greater differentiation during instructional blocks.

(IIB05) Teachers will utilize a digital document to better track student pre- and posttest performance by quarterly learning segments. This work will be monitored by teacher leaders and administrators.

(IVA01) We will increase the ways that we communicate our academic and behavioral expectations to parents.

(VA01) An action plan will be development in August 2016 to improve proficiency and effectiveness of school counselor in specific targeted competencies.

(Student Attendance) We will develop a more efficient system for tracking individual students that have frequent tardiness and/or early check-out resulting in lost instructional time.



SCHOOL LEADERSHIP TEAM'S REPORT 4TH QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2 & 3 -STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Total # of ODRs referred to the office				Number of students with 5 or more referrals			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
01	81	82	83	77	21	1			42	18			2	1
02	69	71	71	73	12	1			19	12			1	0
03	62	65	69	69	15	1			4	21			0	1
04	64	60	66	62	20	2			29	27			1	1
05	71	72	70	71	23	2			9	16			0	0
K	61	62	61	60	8	0			5	11			0	1
P3	34	34	30	30	0	0			0	0			0	0
P4	33	33	31	32	0	0			1	0			0	0

535

Comments/ Clarifications: Our fourth grade had two novice teachers this year. Classroom management was difficult for both due to their lack of experience but also due to a significant number of students with special needs and/or mental health concerns. Each teacher saw a decrease in office referrals; however, the third fourth grade classroom teacher was forced called to active military duty and had to resign at the end of the third quarter. This class experienced a number of substitutes before a long-term sub was assigned to the class. This was a factor in the high number of fourth grade office referrals. Referrals also increased because the behavioral interventionist / ISS teacher was out of the building for 5 days of professional development and 4 sick days.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Number of students who have been absent 10 or more days (20% absence rate)				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in <u>ELA</u> as determined by WRAP – DRA / SAR / AR Sept-Oct / 2015		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in <u>Math</u> as determined by SMI (2 nd -5 th) and UMS (K-1 st) Sept-Oct / 2015	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter

01	2	1	5	3	0%	0%	75%	0%	20	26	3	18
02	0	1	1	3	0%	33%	0%	0%	12	13	28	6
03	0	1	0	3	0%	66%	33%	0%	24	16	35	24
04	1	1	2	2	0%	66%	33%	66%	26	20	51	42
05	1	1	1	1	0%	0%	0%	0%	26	25	46	45
K	2	1	3	2	0%	0%	33%	0%	0	14	0	6
P3	0	2	4	5	0%	0%	50%	0%				
P4	0	1	3	3	0%	0%	0%	0%				
SPED	(3 self-contained classrooms)				33%	33%	100%	33%				
SPED	(2 Resource teachers)				50%	50%	100%	0%				

Comments/ Clarifications:

Student absence data source: Crystal Reports Student tardiness (often times more than 1 hour late) and early check-outs (often more than 1 hour early) contribute to a significant amount of lost instructional time. We have not had an easy way to track this data to date.

Teacher absence data source: LRSD CIS 6-8-16 (some changes to data from previous quarters reflected above as corrections, per Summer Young, LRSD CIS)

The significant percentage of teacher absence in fourth grade was due to the resignation of a teacher at the end of the quarter resulting in substitutes for the entire fourth quarter due to a freeze on hiring. The hire percentage in the SPED self-contained category was due to one teacher's approved medical leave. The table below indicates the reasons for absences by quarter by employee.

2015-16			QTR 1					QTR 2					QTR 3					QTR 4				
EmployeeName	Job Title	Job Code	SIC K	PER S	PRO F	JUR Y	QTR 1 TOTAL	SIC K	PER S	PRO F	JUR Y	QTR 2 TOTAL	SIC K	PER S	PRO F	JUR Y	QTR 3 TOTAL	SIC K	PER S	PRO F	JUR Y	QTR 4 TOTAL
CASEY, PORTIA NEECOLE	KINDERGARTEN (REG)	K925	1.50	0.00	0.00	0.00	1.50	1.00	0.00	0.00	0.00	1.00	5.50	1.50	0.00	0.00	7.00	1.50	0.00	0.00	0.00	1.50
SPEARS, JULIE A	KINDERGARTEN (REG)	K925	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	0.00	3.00	2.00	0.00	1.00	0.00	3.00	3.00	1.00	0.50	0.00	4.50
STEWART-BROWN, RUBY MACHELLE	KINDERGARTEN (REG)	K925	0.00	0.00	0.00	0.00	0.00	2.00	2.00	0.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	0.00	2.00
Number and Percent absent 5 or more days			0 of 3 0%					0 of 3 0%					1 of 3 33%					0 of 3 0%				
DEUTSCHMANN, STACY L	ELEMENTARY I	TCH9 25	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.00	0.00	0.50	3.00	0.00	0.00	0.00	3.00	0.50	1.00	0.50	0.00	2.00
FOWLER, MELANIE LYNNE	ELEMENTARY I	TCH9 25	0.50	0.50	2.00	0.00	3.00	1.50	0.00	1.00	0.00	2.50	4.00	0.00	1.00	0.00	5.00	1.50	1.00	1.00	0.00	3.50
MARBLEY, TIMIKA L	ELEMENTARY I	TCH9 25	2.50	0.00	0.00	0.00	2.50	2.50	0.00	0.00	0.00	2.50	5.00	0.00	0.00	0.00	5.00	4.00	0.00	0.00	0.00	4.00
WARD, EVA M	ELEMENTARY I	TCH9 25	2.00	0.00	2.00	0.00	4.00	3.00	0.00	0.00	0.00	3.00	7.00	3.50	1.00	0.00	11.50	0.00	0.00	0.00	0.00	0.00

Number and Percent absent 5 or more days			0 of 4 0%					0 of 4 0%					3 of 4 75%					0 of 4 0%				
BRISTER, LADINA REHELLE	ELEMENTARY II	TCH9 25	1.00	0.00	2.50	0.00	3.50	11.5 0	0.00	0.00	0.00	11.50	0.50	0.00	2.00	0.00	2.50	0.50	0.00	2.00	0.00	2.50
HUNTER, LATOYYA D	ELEMENTARY II	TCH9 25	2.00	0.00	0.00	0.00	2.00	3.00	0.00	0.00	0.00	3.00	1.50	2.00	0.00	0.00	3.50	3.00	0.00	0.00	0.00	3.00
MCDANIEL, YVONNE M	ELEMENTARY II	TCH9 25	0.00	0.00	1.00	0.00	1.00	2.00	2.00	0.00	0.00	4.00	1.50	0.00	1.00	0.00	2.50	1.00	0.00	0.50	0.00	1.50
Number and Percent absent 5 or more days			0 of 3 0%					1 of 3 33%					0 of 3 0%					0 of 3 0%				
HALLUM, PHILLIP W	ELEMENTARY III	TCH9 25	0.00	0.00	2.00	0.00	2.00	2.00	0.00	4.00	0.00	6.00	3.50	2.00	2.00	0.00	7.50	2.00	0.00	2.00	0.00	4.00
SHAW, SHAQUITA L	ELEMENTARY III	TCH9 25	1.00	0.00	0.00	0.00	1.00	16.0 0	0.00	0.00	0.00	16.00	0.50	0.00	0.00	0.00	0.50	0.50	0.00	0.00	0.00	0.50
SMITH, LETISHA LACQUELL	ELEMENTARY III	TCH9 25	1.00	0.00	0.00	0.00	1.00	2.00	0.50	0.00	0.00	2.50	1.00	0.00	0.00	0.00	1.00	0.50	1.00	0.50	0.00	2.00
Number and Percent absent 5 or more days			0 of 3 0%					2 of 3 66%					1 of 3 33%					0 of 3 0%				
BECKNER, JAMIE L	ELEMENTARY IV	TCH9 25	0.00	0.00	0.00	0.00	0.00	0.50	1.00	0.00	0.00	1.50	1.00	0.50	1.00	0.00	2.50	5.50	1.00	0.00	0.00	6.50
BURNS, JOSIAH	ELEMENTARY IV	TCH9 25	0.00	0.00	0.00	0.00	0.00	1.00	0.00	4.00	0.00	5.00	17.0 0	0.00	0.00	0.00	17.00	Resignation			45.00	
LEWIS, MICHELLE K	ELEMENTARY IV	TCH9 25	1.00	0.00	0.00	0.00	1.00	1.00	1.00	4.00	0.00	6.00	4.00	0.00	0.00	0.00	4.00	0.00	2.00	0.00	0.00	2.00
Number and Percent absent 5 or more days			0 of 3 0%					2 of 3 66%					1 of 3 33%					2 of 3 66%				
BRANCH, IDA MAE	ELEMENTARY V	TCH9 25	4.00	0.00	0.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	1.50	1.00	0.00	0.00	2.50	0.50	1.00	0.00	0.00	1.50
FIELDS, STEPHANY C	ELEMENTARY V	TCH9 25	3.00	0.00	0.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	2.00	0.00	0.00	0.00	2.00	1.50	0.00	0.00	0.00	1.50
MCNEIL, FRANZETTA	ELEMENTARY V	TCH9 25	0.00	0.00	0.00	0.00	0.00	2.50	1.00	0.00	0.00	3.50	0.50	0.00	0.00	0.00	0.50	2.00	0.00	0.50	0.00	2.50
Number and Percent absent 5 or more days			0 of 3 0%					0 of 3 0%					0 of 3 0%					0 of 3 0%				
COTHRAN, DEBORAH JANE	3 YEAR OLD TEACHER	3YR92 5	1.00	0.00	0.00	0.00	1.00	3.00	0.00	0.00	0.00	3.00	5.00	0.00	0.00	0.00	5.00	1.00	0.00	0.00	0.00	1.00
SHERRILL, VALARIE A	3 YEAR OLD TEACHER	4YR92 5	0.00	0.00	2.00	0.00	2.00	2.00	0.00	1.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.50	0.00	0.00	0.00	0.50
Number and Percent absent 5 or more days			0 of 2 0%					0 of 2 0%					1 of 2 50%					0 of 2 0%				
SMITH, CASEY L	FOUR YEAR OLD TEACHER	4YR92 5	2.00	0.00	3.00	0.00	5.00	1.00	0.00	0.00	0.00	1.00	0.00	1.00	2.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00
WOODS, DEANNA B	FOUR YEAR OLD TEACHER	4YR92 5	1.00	0.00	2.00	0.00	3.00	0.00	0.50	2.00	0.00	2.50	1.50	0.00	0.00	0.00	1.50	0.00	1.00	1.50	0.00	2.50
Number and Percent absent 5 or more days			0 of 2 0%					0 of 2 0%					0 of 2 0%					0 of 2 0%				
ANDREWS, CARRIE L	SPECIAL EDUCATION TEACHER	SPE92 5	1.00	0.00	1.00	0.00	2.00	3.00	0.00	0.00	0.00	3.00	3.00	1.00	1.50	0.00	5.50	1.00	0.00	0.00	0.00	1.00
CLARK, MISTY B	SPECIAL EDUCATION TEACHER	SPE92 5	6.00	0.00	0.00	0.00	6.00	5.50	3.00	0.00	0.00	8.50	13.0 0	0.00	3.00	0.00	16.00	5.50	0.00	0.00	0.00	5.50
FELAND, JUANZA J	SPECIAL EDUCATION TEACHER	SPE92 5	3.00	0.00	0.00	0.00	3.00	4.00	0.00	0.00	0.00	4.00	4.00	1.00	1.00	0.00	6.00	2.00	0.00	0.00	0.00	2.00

Number and Percent absent 5 or more days			1 of 3 33%					1 of 3 33%					3 of 3 100%					1 of 3 33%				
EVANS, TERRIE RENEE	SPECIAL EDUCATION TEACHER	SPE925	4.00	0.00	1.00	0.00	5.00	0.00	0.00	13.00	0.00	13.00	3.50	0.00	2.00	0.00	5.50	1.00	1.00	1.50	0.00	3.50
PHILLIPS, TERENCE A	SPECIAL EDUCATION TEACHER	SPE925	0.00	0.00	2.00	0.00	2.00	1.50	0.00	0.00	0.00	1.50	2.50	0.00	4.00	0.00	6.50	1.00	0.00	0.00	0.00	1.00
Number and Percent absent 5 or more days			1 of 2 50%					1 of 2 50%					2 of 2 100%					0 of 2 0%				

4th Grade Burns - resignation

3rd quarter data revised by CIS

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter (4 th Quarter)	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level (A)	Total number of D's or F's in Math this quarter (on post-unit tests) (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
01	0	77	0	1			76	74	65	n/a	215	117	n/a	41%	37%	54%
02	0	73	4	2			68	72	72	n/a	212	94	n/a	66%	35%	44%
03	2	69	6	6	21	15	65	58	65	n/a	190	102	n/a	45%	44%	54%
04	8	62	19	14	17	23	60	52	51	n/a	163	144	n/a	72%	86%	88%
05	4	71	4	10	7	15	63	68	69	n/a	200	137	n/a	42%	73%	69%
K	N/A	60	5	4			59	59	60	n/a	178	32	n/a	27%	37%	18%
P3	N/A	30														
P4	N/A	32														

Comments/ Clarifications: We have great concerns regarding the high percentage of students that are not demonstrating proficiency on learning segment post tests in mathematics. The data sets present below indicate where we have seen significant gains and / or losses by individual teacher. This data will be discussed with grade level teams during our pre-school planning.

Pre/Post Assessment Data Sets

School = Washington Elem.

Subject: MATH

QUARTER 4 (March 31 - June 2, 2016)

DATA SET 1 March 31 - April 15

Teacher	Data Set	# students	Date	# Pre-Test	Pre-Test Avg %	Date	# Post-Test	Post-Test Avg %	#D/F grades	Gain / Loss
5-Branch	4.1	19	3/28	19	22.0%	4/15	18	67.0%	5	45.0%
5-Fields	4.1	21	3/30	21	26.0%	4/18	16	18.0%	14	-8.0%
5-McNeil	4.1	20	3/18	16	41.0%	4/15	19	50.0%	15	9.0%
5-Feland	4.1	10	3/28	9	20.0%	4/15	10	62.6%	5	42.6%
4-Beckner	4.1	21	3/17	18	22.0%	4/14	21	34.0%	21	12.0%
4-Burns	4.1	16				4/14	16	28.0%	16	28.0%
4-Lewis	4.1	20	3/17	13	15.0%	4/14	19	33.0%	18	18.0%
4-Andrews	4.1	4	3/18	4	49.8%	4/15	4	91.5%	0	41.7%
3-Hallum	4.1	21	3/18	21	30.0%	4/18	21	44.0%	17	14.0%
3-Shaw	4.1	21	3/18	21	20.0%	4/15	19	68.0%	9	48.0%
3-Smith	4.1	19	3/17	20	37.0%	4/15	19	45.0%	16	8.0%
3-Andrews	4.1	6	3/18	6	19.2%	4/15	6	80.2%	3	61.0%

DATA SET 2 April 18 - May 6

Teacher	Data Set	# students	Date	# Pre-Test	Pre-Test Avg %	Date	# Post-Test	Post-Test Avg %	#D/F grades	Gain / Loss
5-Branch	4.2	20	4/19	19	22.0%	5/6	19	59.0%	10	37.0%
5-Fields	4.2	21	4/20	21	16.0%	5/6	19	41.0%	14	25.0%
5-McNeil	4.2	20	4/18	19	28.0%	5/6	20	25.0%	19	-3.0%
5-Feland	4.2	10	4/21	9	2.0%	5/6	10	44.0%	8	42.0%
4-Beckner	4.2	21	4/15	20	26.0%	5/4	16	58.0%	12	32.0%
4-Burns	4.2	14	4/15	15	25.0%	5/4	14	60.0%	13	35.0%
4-Lewis	4.2	20	4/15	17	25.0%	5/4	18	51.0%	16	26.0%
4-Andrews	4.2	4	4/18	6	58.0%	5/5	4	78.0%	1	20.0%
3-Hallum	4.2	21	4/18	21	35.0%	5/4	18	62.0%	7	27.0%
3-Shaw	4.2	22	4/18	21	27.0%	5/6	20	61.0%	13	34.0%
3-Smith	4.2	20	4/18	16	50.0%	5/6	16	55.0%	11	5.0%
3-Andrews	4.2	6	4/18	6	33.0%	5/5	6	60.0%	2	27.0%

DATA SET 3 May 9 - 27

Teacher	Data Set	# students	Date	# Pre-Test	Pre-Test Avg %	Date	# Post-Test	Post-Test Avg %	#D/F grades	Gain / Loss
5-Branch	4.3	20	5/6	20	34.0%	5/26	20	71.0%	5	37.0%
5-Fields	4.3	21	5/6	18	41.0%	5/26	19	32.0%	18	-9.0%
5-McNeil	4.3	20	5/9	20	40.0%	5/26	20	44.0%	20	4.0%
5-Feland	4.3	10	5/9	10	48.5%	5/27	10	69.0%	4	20.5%
4-Beckner	4.3	21	5/6	17	28.0%	5/25	15	20.0%	15	-8.0%
4-Burns	4.3	16	5/6	13	33.0%	5/25	12	21.0%	12	-12.0%
4-Lewis	4.3	20	5/6	17	28.0%	5/25	20	26.0%	20	-2.0%
4-Andrews	4.3	4	5/9	4	13.0%	5/26	4	95.0%	0	82.0%
3-Hallum	4.3	21	5/6	21	29.0%	5/27	18	75.0%	4	46.0%
3-Shaw	4.3	22	5/9	22	24.0%	5/26	22	72.0%	6	48.0%
3-Smith	4.3	20	5/9	18	42.0%	5/27	19	60.0%	10	18.0%
3-Andrews	4.3	6	5/9	6	28.0%	5/26	6	48.0%	4	20.0%

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter (4 th Quarter)	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter (Quarter 4)				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (on post-unit tests) (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
01		77	0	0			78	72	66	n/a	218	68	n/a	48%	49%	31%
02		73	6	7			69	72	71	n/a	212	81	n/a	38%	44%	38%
03	6	69	20	15	47	45	66	59	59	n/a	184	84	n/a	68%	54%	76%
04	5	62	33	20	25	33	37	44	48	n/a	129	67	n/a	70%	55%	52%
05	2	71	2	4	14	14	65	66	66	n/a	197	106	n/a	20%	46%	54%
K	N/A	60	5	7			59	59	60	n/a	178	31	n/a	13%	35%	17%
P3	N/A	30														
P4	N/A	32														

Comments/Clarification: We have great concerns regarding the high percentage of students that are not demonstrating proficiency on learning segment post tests in literacy. The data sets present below indicate where we have seen significant gains and / or losses by individual teacher. This data will be discussed with grade level teams during our pre-school planning.

Pre/Post Assessment Data Sets

School = Washington Elem.

Subject: LITERACY

QUARTER 4 (March 31 - June 2, 2016)

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DATA SET 1 March 31 - April 15

Teacher	Data Set	# students	Date	# Pre-Test	Pre-Test Avg %	Date	# Post-Test	Post-Test Avg %	#D/F grades	Gain / Loss
5-Branch	4.1	19	3/28	19	46.0%	4/15	18	66.0%	8	20.0%
5-Fields	4.1	21	3/3	21	49.0%	3/15	17	62.0%	10	13.0%
5-McNeil	4.1	20	3/18	20	60.0%	4/15	20	66.0%	10	6.0%
5-Feland	4.1	10	3/28	9	34.0%	4/15	10	74.0%	2	40.0%
4-Beckner	4.1	21	3/15	17	37.0%	4/15	10	47.0%	9	10.0%
4-Burns	4.1	16	3/15	12	42.0%	4/15	13	64.0%	5	22.0%
4-Lewis	4.1	20	3/17	16	71.0%	5/15	10	87.0%	0	16.0%
4-Andrews	4.1	4	2/23	4	19.0%	3/15	4	94.0%	0	75.0%
3-Hallum	4.1	21	3/28	21	19.0%	4/18	21	28.0%	21	9.0%
3-Shaw	4.1	21	3/20	21	50.0%	4/15	20	56.0%	14	6.0%
3-Smith	4.1	19	4/5	20	45.0%	4/15	19	43.0%	16	-2.0%
3-Andrews	4.1	6	2/23	6	23.0%	3/15	6	85.0%	0	62.0%

DATA SET 2 April 18 - May 6

Teacher	Data Set	# students	Date	# Pre-Test	Pre-Test Avg %	Date	# Post-Test	Post-Test Avg %	#D/F grades	Gain / Loss
5-Branch	4.2	20	4/20	18	43.0%	5/6	18	69.0%	8	26.0%
5-Fields	4.2	21	4/18	21	26.0%	5/6	19	46.0%	16	20.0%
5-McNeil	4.2	20	4/18	19	54.0%	5/6	19	58.0%	12	4.0%
5-Feland	4.2	10	4/2	10	67.0%	5/6	10	77.0%	2	10.0%
4-Beckner	4.2	18	4/13	18	32.0%	5/4	14	46.0%	13	14.0%
4-Burns	4.2	13	3/15	13	34.0%	4/15	11	46.0%	8	12.0%
4-Lewis	4.2	14	4/13	11	39.0%	5/4	15	47.0%	7	8.0%
4-Andrews	4.2	4	4/18	4	68.0%	5/5	4	85.0%	0	17.0%
3-Hallum	4.2	21	4/18	21	52.0%	5/4	18	74.0%	6	22.0%
3-Shaw	4.2	22	4/18	21	31.0%	5/6	19	91.0%	2	60.0%
3-Smith	4.2	18	4/18	15	48.0%	5/6	16	52.0%	11	4.0%
3-Andrews	4.2	6	4/18	6	57.0%	5/5	6	75.0%	1	18.0%

DATA SET 3 May 9 - 27

Teacher	Data Set	# students	Date	# Pre-Test	Pre-Test Avg %	Date	# Post-Test	Post-Test Avg %	#D/F grades	Gain / Loss
5-Branch	4.3	20	5/6	20	18.0%	5/26	20	69.0%	8	51.0%
5-Fields	4.3	10	5/6	21	27.0%	5/26	16	38.0%	15	11.0%
5-McNeil	4.3	20	5/9	20	48.0%	5/26	20	54.0%	13	6.0%
5-Feland	4.3	10	5/9	10	61.3%	5/27	10	75.9%	2	14.6%
4-Beckner	4.3	21	5/4	16	41.0%	5/25	16	54.0%	8	13.0%
4-Burns	4.3	16	5/4	11	49.0%	5/25	11	79.0%	8	30.0%
4-Lewis	4.3	20	5/4	18	49.0%	5/25	17	68.0%	9	19.0%
4-Andrews	4.3	4	5/9	4	68.0%	5/26	4	85.0%	0	17.0%
3-Hallum	4.3	21	5/6	21	25.0%	5/27	18	83.0%	3	58.0%
3-Shaw	4.3	22	5/9	22	28.0%	5/26	22	80.0%	6	52.0%
3-Smith	4.3	20	5/9	18	61.0%	5/27	13	78.0%	4	17.0%
3-Andrews	4.3	6	5/9	6	37.0%	5/26	6	47.0%	0	10.0%

LEADERSHIP TEAM REPORT CONTINUED

Elements for an Effective School-wide Reading Program - Quality of Implementation for each element:

Element	Initial Grades K – 2	Initial Grades 3 – 5
Goals, Objectives, Priorities	12.1 / 14	10.8 / 14
Assessment	16.3 / 20	16 / 20
Instructional Practices and Materials	18.8 / 22	24.4 / 28
Instructional Time	11 / 14	5 / 6
Differentiated Instruction, Grouping	7.7 / 10	7.1 / 10
Administration, Organization, Communication	7.5 / 12	9.3 / 12
Professional Development	6.2 / 8	6.9 / 10
Total Score <i>(Percentage):</i>	79.6% <i>(79.6 / 100)</i>	79.5% <i>(79.5 / 100)</i>

Comments/Clarification:

Data Source: School-Wide Evaluation & Planning Tool for Elementary/Middle School Literacy – Washington Data, collected February 2016

LEADERSHIP TEAM REPORT CONTINUED

Behavior (PBIS) - Tiered Fidelity Inventory

Core Features	Initial	
Tier I	17 / 30	57% implemented
Tier II	14 / 26	54% implemented
Tier III	21 / 34	62% implemented

Comments/Clarification:

Data Source: Washington Magnet Elementary School Behavior Needs Assessment Report, February 2015, Appendix C, pgs. 19, 21-24

543
(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The following are responses that individual teachers made to the following reflective question: “What evidence do you have that students have grown in understanding of this content?”

- Kindergarten Teacher (Literacy) “In their writing I see the work they were attempting to spell, even if it isn’t spelled entirely correct, I can see them trying to match the right letter sounds.”
- First Grade Teacher (Literacy) “13 out of 16 students taking the post test passed. The three that did not pass came close with 67%. I am proud of the progress my students have made with reading passages and answering questions about the sotry. Spelling is something to work harder on for next year.”
- Second Grade Teacher (Literacy) “The post test shows an 8% gain in the average of scores with 2 more students scoring an A, B, or C. There are 5 fewer Fs. Although 41% of students lost points from the pre to post tst, 44% of those who lost maintained a

passing score of at least 70%.”

- Third / Fourth Grade SPED Self-Contained Teacher (Literacy) “MW has grown in reading skills and pulling out information. She is able to prove her answers accurately. The other students are showing limited and slow growth. They will get answers correct about 50% of the time.” “They have begun giving me answers that are not the last thing they read. They are going back and re-reading or asking me to re-read parts for clarification.”
- Fourth Grade Teacher (Literacy) “We discussed poetry as a class and the students were able to have meaningful conversations about the subject.”
- Fifth Grade SPED Self-Contained Teacher (Literacy) “Students’ percentages increased. Their word choices have changed in conversations and writing.”

Comments regarding math results were similar in nature often reflecting that student understanding was greater during discussions and small group work than on the individual assessments.

Data to Collect and Examine: Academic	August						September						October						November						December					
UMS-Math	K	1	2	3	4	5																								
Math Fluency Int.		1	2	3	4	5																								
SMI - Math									2	3	4	5														2	3	4	5	
FIM Facts									2	3	4	5																		
WRAP		1	2	3	4	5																								
HMH ELS	K	1																												
StAR Test																														
ECO4Kids data									1	2	3	4	5																	
G.E. Math (SMI)							K	1	2	3	4	5																		
G.E. Literacy (WRAP)							K	1	2	3	4	5																		
myON																														
Winston-Reading																														
Science	K	1	2	3	4	5							K	1	2	3	4	5												
Unit Pre-Test Math	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
Unit Pre-Test Literacy	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
Unit Post-Test Math							K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
Unit Post-Test Literacy							K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
SOAR Literacy																3	4	5												
SOAR Math																3	4	5												
ITBS Scores			2	3																										
ACT Aspire Scores					4	5																								
Grades	K	1	2	3	4	5							K	1	2	3	4	5												
QUALLS	K																													
QUALLS Kg Scores		1																	K											
NAEP																														
ELPA	K	1	2	3	4	5																								
ACT Aspire				3	4	5																								
IOWA		1	2																											
Data to Collect and Examine:Non-Academic																														
Attendance-Student	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
Mobility	K	1	2	3	4	5							K	1	2	3	4	5												

[illegible]

Team Name: Washington Elementary School Instructional Leadership Team (SILT)

Date of Latest Revision: 5-5-16

Team Vision: An intentional team developing a community of committed collaborative adult learners focused on common achievement goals for Washington Elementary Stakeholders.

Team Core Beliefs:

The Washington Elementary SILT PLC:

- Believes all students have capacity and desire to learn.
- Respects everyone's value and dignity.
- Believes everyone has the right to a safe physical, emotional, social, and intellectual environment.
- Believes that adults impact student learning.
- Commits to continuous individual and team improvement.
- Seeks solutions for concerns; when faced with barriers, provide unified response that reflects best interests of stakeholders.

Team Mission: We are an intentional team developing a community of committed collaborative adult learners focused on common achievement goals for Washington elementary stakeholders.

Constitution:

1. Purpose of Team: To develop and improve PLCs that will increase student achievement
2. Scope of Team's Work: Deep Knowledge of Teaching and Learning
3. Parameters of Leadership Team: Student Achievement, Instructional Environment, Teacher Proficiency
4. Deliverables: knowledge, support of PLCs, professional development, implementation tools, constructive feedback

	<ol style="list-style-type: none"> 5. Resources Available to Team: ALA Team Institute Faculty, Jimmy Smith, Jr., Instructional Facilitators, School Improvement Specialist, ADE RtI Consultants, ASU PBIS Consultants 6. Measures of Success: Feedback from PLCs, increase in number of PLCs, PLCs functioning according to their charter, student achievement data, surveys, evidence of completion of Indistar tasks 7. Team Accountability: Completion of SMART Goals, Action Plans, and Indistar Indicators of Success
	<p><u>Leader Responsibilities:</u></p> <ol style="list-style-type: none"> 1. Attendance: At all meetings or designate and inform another member to lead during absence 2. Task Completion: Agendas, scheduling, initial communications, accountability 3. Length of Tenure as Leader: One year from January to December
	<p><u>Member Responsibilities:</u></p> <ol style="list-style-type: none"> 1. Attendance: Mandatory, if absence is necessary, secure team member to present your work 2. Task Completion: Assigned responsibilities as reflected in agendas, action plans, minutes 3. Duration of Membership: Alternating two year rotation
548	<p><u>Collaborative Compact</u></p> <ul style="list-style-type: none"> • How we agree to <i>work together.</i> <ul style="list-style-type: none"> ○ Stay on task <ul style="list-style-type: none"> ▪ Action focused ○ Seek understanding <ul style="list-style-type: none"> ▪ Alert action people when they move too fast ▪ Kindly silence dominate speakers ○ Be considerate of time <ul style="list-style-type: none"> ▪ Less time on problem (20%) and most time on seeking solutions (80%) ▪ Provide “think time” ▪ Manage time with audible signal ▪ Designate time for pre/post relationship validation AND reflection/closure • How we agree to <i>think together.</i> <ul style="list-style-type: none"> ○ Focus thoughts on focus of task. ○ If mind wanders, volunteer to facilitate or record for meeting. ○ Allow / schedule “think” time in agendas ○ Utilize ALA Toolkit when making decisions. • How we <i>work with conflicts.</i> <ul style="list-style-type: none"> ○ Leave roles at the door but respect each other’s lens. ○ Address issues not persons ○ Utilize ALA Toolkit to resolve conflicts. • How we <i>manage our own behavior.</i> <ul style="list-style-type: none"> ○ Honor professional confidentiality. ○ Use active listening and paraphrasing. ○ Value contributions.

	<ul style="list-style-type: none"> ○ Designate time for reflection (pre and post)
	<p>Team Behavioral Norms: Modified into Collaborative Compact</p> <ul style="list-style-type: none"> • Stay on task <ul style="list-style-type: none"> ○ Action focused • Be considerate of time <ul style="list-style-type: none"> ○ Less time on problem (20%) and most time on seeking solutions (80%) ○ Provide “think time” ○ Manage time with audible signal ○ Designate time for pre/post relationship validation AND reflection/closure • Leave roles at the door but respect each other’s lens <ul style="list-style-type: none"> ○ Value contributions • Seek understanding <ul style="list-style-type: none"> ○ Alert action people when they move too fast ○ Kindly silence dominate speakers • Professional confidentiality
549	<p>Team Operational Norms:</p> <ul style="list-style-type: none"> • Decision-Making Method: ALA Toolkit • Conflict Resolution Protocols: ALA Toolkit • Team Meeting Protocols: Logistics <ul style="list-style-type: none"> a. When – monthly bi-monthly b. Where – data room Media Center or Office Conference Room c. How long – one hour d. Tabletop roles – drawn randomly • Use of Planning and Process Tools: ALA Toolkit / Indistar Tools & Resources • Assessment of Team Effectiveness: Increase in number of PLCs, PLCs functioning according to their charter, student achievement data, successful implementation of Indistar Indicators of Success, increased student achievement • Rotation of Team Roles: Table Top Roles • Member Succession Plan: Nominations sought by team, selection by team
	<p>Communication:</p> <ol style="list-style-type: none"> 1. Communication Protocols within the Team: <ul style="list-style-type: none"> • Email (agendas, scheduling, minutes, etc.) • Adhere to norms 2. Communication Protocols beyond the Team: <ul style="list-style-type: none"> • Maintain and utilize professional confidentiality statements • Email (agendas, minutes, summaries of work) • Faculty / staff meetings • Daily announcements

<ul style="list-style-type: none"> • Displays
<p>Commitment (signatures of team members)</p> <p>Year 1: Megan Hairston, Marilyn Johnson, Paul McCowan, Ladina Brister, Katherine Snyder, Jeanne Huddle</p> <p>Year 2: Ladina Brister, Marilyn Johnson, Karen Worsham, Katherine Snyder, Paul McCowan, Jeanne Huddle</p> <p>Year 3: Ladina Brister, Marilyn Johnson, Karen Worsham, Katherine Snyder, Jimmy Smith, Jr., Phillip Hallum</p>



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT

SCHOOL: WATSON ELEMENTARY

STATUS: 1ST YEAR FOCUS

SITE-BASED SIS: KAYLIN N. GRIHAM

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITMAN, SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: STEPHANIE WALKER

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice from the beginning of the year:

An established leadership team was in place at the beginning of the school. The team included the principal, counselor, student support interventionist, reading and English as a second language interventionists, and instructional facilitators for math and literacy. The team met monthly to analyze data and make school wide decisions.

Grade level instructional teams were established at the beginning of the year. Grade level meetings were held jointly by math and literacy facilitators with the focus of the meetings placed upon providing professional development on research based practices to improve school culture and improve core instruction.

Current reality of effective practice:

We currently have a leadership team that includes the principal, math and literacy instructional facilitators, lead teachers from all grade levels, gifted and talented and media specialists, reading and English as a second language interventionists, counselor, special education teacher, instructional technology specialist, and student support interventionist. We meet twice per month for about an hour and a half. Agendas are prepared and meeting minutes are documented for each meeting. Information from meetings is entered into Indistar by School Improvement specialist. The overall purpose and function of the leadership team is to involve all stake holders in the decision making and data analysis process as we strive to improve student

	<p>performance. We will focus on included community stakeholders during the next school year.</p> <p>Teacher instructional teams function as professional learning communities. Grade level meetings are facilitated each week. Literacy meetings are held on Tuesdays and math meetings are held on Thursdays. Teachers meet to analyze data, use results to improve instruction for both whole and small group, and receive professional development.</p>
IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the	

pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice from the beginning of the year:

Weekly common formative assessments were used by each grade level. Students were assessed on standards taught throughout the week using assessment materials provided through Houghton Mifflin Journeys for each grade level. Teachers considered the assessment a weekly grade for students. Student mastery was not the intended goals, as students were assessed on different standards each week. The backwards design model was used for planning units in both math and literacy, but the focus of data was compiled from the post or end of unit test.

Current reality of effective practice:

Pre and post assessment are administered for each curriculum unit in math and literacy. Teachers are utilizing the backwards design and common formative assessment processes to plan assessments and provide instruction on specific indentified standards. The purpose of the assessments is focused on student mastery and identifying deficit areas to target during small group instruction. These assessments provide teachers with another tool in strengthening core instruction. The results are used to make adjustments to instruction based on student needs and deficit areas.

Instructional teams met with content area facilitators to determine standards and gather materials for instruction based on student data. Grade level planning sessions allow teams to plan for assessments and instruction. Common planning times for each grade level will be realigned based on the master schedule for the 2016-17 school year.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: In previous years, parents and students received a behavior and school culture contract during registration and at open house. The contract was more a set of rules and did not allow the student to have a voice. The contract was signed at the beginning of the school year and was not used with fidelity across all grade levels. Many parents signed the contract along with so many others in their registration packets, and didn’t take the time to discuss the contract with their child.	Current reality of effective practice: Compact was created by members of the leadership team led by Elizabeth Gomez. Before presenting the compact to parents and students, staff members were given the opportunity to revise and edit the document. Teachers also discussed the compact with students. Parents were asked to sign the compact during spring parent teacher conferences. Students whose parents were not able to attend conferences or completed phone conferences were asked to take the compact home and bring back with parent signature.

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IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT
Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice from the beginning of the year:

Watson Elementary currently does not have a Smart Core curriculum in place. Watson staff understands that students mastering standards that will lead them to being college prepared is important and integral to overall achievement of all students. During student registration parents are provided with information regarding Smart Core curriculum guidelines.

Current reality of effective practice:

During the 2015-16 school year, we implemented a college day that displayed college, universities, and post secondary educational institutions. Staff members were memorabilia related to the institution that they represented. We also created a wall of fame that listed the names of colleges and teachers who graduated from that university. Additional

Mrs. McMurray, the school guidance counselor, provides sessions and support with middle school registration for students and parents.

sessions for students and parents will be provided in regards to SmartCore, especially for transitioning fifth graders. Parents will receive SmartCore information during registration and open house.



LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

One of the most meaningful decisions made by the School Leadership Team this quarter is the planning and scheduling of year- round professional focused on the classroom environment and instruction. Areas of focus include improving the culture of learning, student behavior (Positive Behavior Instructional Support) , differentiation, student engagement.

What will your programs accomplish?

The enhancement/improvement of teacher practices, instructional strategies, differentiation of instruction, and behavior management

If anything, what do you intend to change or modify for the year?

We will take a more in-depth approach to how rituals and routines are implemented. We will provide lesson plans that will assist teachers with teaching students expected behaviors both in class and school wide.



Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Total # of ODRs referred to the office				Number of students with 5 or more referrals			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
03	135	136	146	146	12	45	0	0	0	16	4	3	4	0
04	144	143	137	140	18	52	0	1	0	16	2	3	5	0
05	137	138	142	141	16	42	1	0	0	26	0	2	3	0

Comments/ Clarifications:

End of the year fatigue attributed for students and staff attributed to the number of student office referrals. For many infractions, students were assigned to in school suspension with the goal to keep students in school and receiving instruction. Infractions noted during the fourth quarter included numerous bus infractions, fighting, and disorderly conduct. It is our hope that through the supports provided through Positive Behavior Instructional Support that we will begin to see a decrease in office referrals and students taking ownership for their behavior.

Grade Level	Number of students who have been absent 10 or more days (20% absence rate)				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>Scholastic Math Inventory</u> – <u>May</u> / <u>2016</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Developmental Reading Assessment</u> – <u>May/ 2016</u> (Month Determined)	
	1st	2nd	3rd	4th	1st	2th	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter
3	4	3	4	9	14.29	28.57	14.29	16.67	89	78	46	30
4	2	3	5	8	16.67	66.67	33.33	25.0	101	93	38	25
5	0	2	3	7	50	75	50	25.0	103	95	28	20

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit tests for each grade level	Total number of D's or F's in Math this quarter	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
03	8	146	16	27	14	7	126	126	129		381	271	71%	71%	70%	
04	7	140	23	18	12	16	130	127	120		377	252	65%	61%	74%	
05	17	141	20	45	48	29	98	113	134		345	279	81%	81%	80%	
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

One fifth grade teacher was out on medical leave for four weeks of the fourth quarter. No data was reported for that class. Also, another fifth grade teacher resigned during the fourth quarter and limited data was reported for that class

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 – 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level	Total number of D's or F's in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
											(A)	(B)	(C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	19	146	25	31	32	25	120	129	129		378	273	75%	77%	74%	
4	12	140	15	27	25	26	117	127	120		364	278	82%	69%	83%	
5	11	141	13	11	8	19	92	68	134		294	209	68%	59%	79%	
Example							100	90	95	N/A	285	57	20%			

Comments/Clarification:

One fifth grade teacher was out on medical leave for four weeks of the fourth quarter. No data was reported for that class. Also, another fifth grade teacher resigned during the fourth quarter and limited data was reported for that class.

LEADERSHIP TEAM REPORT CONTINUED

Elements for an Effective School-wide Reading Program - Quality of Implementation for each element:

Element	Initial Grades K – 2	Initial Grades 3 – 5
Goals, Objectives, Priorities	/14	9.6/14
Assessment	/20	15/20
Instructional Practices and Materials	/22	23.2/28

563

Instructional Time	/14	4.6 /6
Differentiated Instruction, Grouping	/10	8.7/10
Administration, Organization, Communication	/12	8.6 /12
Professional Development	/8	6.1 /10
(Percentage) Total Score:	/100	75.8/100

Comments/Clarification:

Data reflects current grade levels of 3-5. During the 2016-17 school year, grades K-5 will be reflected.

Watson's focus based on the Literacy Needs Assessment which was the basis for drafting our Literacy Action Plan will focus on Professional Development and Assessment. Professional Development will focus on provided strategies to help teachers build and strengthen the core instruction. Differentiation was also a main focus for Watson. We want to ensure that teachers are meeting the specific needs of all students. We will use pre/post assessment data to enhance learning opportunities for all students.

LEADERSHIP TEAM REPORT CONTINUED

Behavior (PBIS) - Tiered Fidelity Inventory

Core Features	Initial	
Tier I	_15_/30	50% implemented
Tier II	_12_/26	46% implemented
Tier III	_24_/34	71% implemented

Comments/Clarification:

Strengths from behavior survey

- Staff place a high priority on teaching and rewarding expected behaviors
- Staff place a high priority on student's academic success
- Students feel safe at the school

Areas of Need

- School-wide discipline systems and practices are not consistent
- Data are not collected, analyzed, and used for problem solving and action planning
- Bullying is an area of concern
- Classroom management systems are not consistent

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Pre and Post Assessment data for Qtr 4. Three units of instruction in Math and Literacy.

Unit 3 Literacy

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	Combined # Ds and Fs on Post-Test
Almond	3		23	43.0%	21	56.0%	13.0%	12
Hood	3		22	40.0%	21	47.0%	7.0%	10
Johnson	3		22	40.0%	23	45.0%	5.0%	15

Reed	3		23	47.0%	24	40.0%	- 7.0%	17
Thomas	3		21	56.0%	18	53.0%	3.0%	15
Williams	3		18	51.0%	20	59.0%	8.0%	16
Frazier	4		22	47.0%	20	49.0%	2.0%	16
Gober	4		23	40.0%	22	45.0%	5.0%	18
Hargis-Socarro	4		24	49.0%	24	53.0%	4.0%	20
Jackson	4		26	59.0%	23	63.0%	4.0%	15
McWilliams	4		25	40.0%	23	48.0%	8.0%	15
Adams	5		26	50.0%	23	59.0%	9.0%	16
Anderson	5		27	54.0%	26	48.0%	- 6.0%	20
DeLaney	5		28	50.0%	26	56.0%	6.0%	23
Jordan	5		27	40.0%	24.0%	41.0%	1.0%	23
Lewis	5		26	37.0%	24	43.0%	6.0%	24

Unit 3 Math

Teacher	Grade & Subject/Course	Period	# Students who took Pre-Test	Pre-Test Average Score	# Students who took Post-Test	Post-Test Average Score	Gain or Loss	Combined # Ds and Fs on Post-Test
Almond	3		23	49.0%	20	55.0%	6.0%	15
Hood	3		22	50.0%	21	63.0%	13.0%	11
Johnson	3		22	40.0%	23	47.0%	7.0%	15
Reed	3		23	30.0%	24	40.0%	10.0%	19

Thomas	3		21	53.0%	18	47.0%	- 6.0%	17
Williams	3		18	51.0%	20	56.0%	5.0%	14
Frazier	4		22	46.0%	20	40.0%	- 6.0%	18
Gober	4		23	42.0%	22	45.0%	3.0%	21
Hargis- Socarro	4		24	44.0%	24	53.0%	9.0%	16
Jackson	4		26	47.0%	23	63.0%	16.0 %	15
McWilliams	4		25	45.0%	23	48.0%	3.0%	19
Adams	5		26	42.0%	23	59.0%	17.0 %	16
Anderson	5		27	44.0%	26	48.0%	4.0%	20
DeLaney	5		28	48.0%	26	56.0%	8.0%	22
Jordan	5		27	38.0%	24.0%	41.0%	3.0%	23
Lewis	5		26	32.0%	24	37.0%	5.0%	26





ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LRSD

SCHOOL: WESTERN HILLE ELEMENTARY

STATUS: YEAR ONE FOCUS

SITE-BASED SIS: CATHERINE COLEMAN

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITTMAN, SHARESIA WHITE

SUPERINTENDENT: BAKER KURRUS

PRINCIPAL: TERESA RICHARDSON

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: Current school teams include: PTA board meeting monthly, Instructional teams: grade level planning meetings weekly with/without facilitators, Leadership team meeting twice monthly, Staff meetings held monthly, School Based Intervention team meets intermittently. Fourth and fifth grade girls meet monthly. Agendas are kept and minutes are taken and available to all stakeholders for Leadership, PTA board, instructional staff meetings. Informal grade level meetings among teachers are documented with lesson plans instead of agendas. Instructional meetings with the facilitators have minutes and agendas. The leadership team was reconfigured to include three classroom teachers, reading teacher, counselor, special education, math/literacy facilitators and principal. Other staff members are invited as needed to provide professional insight in their area of expertise.	Current reality of effective practice: School teams are meeting more regularly and with a clearer focus. Most teams are writing agendas, taking minutes. Grade level and instructional meetings have improved in their organization of this but still have growth to make. We are still not turning all the minutes and agendas in to a centralized location in a timely manner but some are being turned in. Beginning in August of 2016 we will use a common tool for agendas and minutes. These will be emailed to the principal and the SIS and will be stored in school-wide electronic storage. This configuration has worked very well. We will change some positions at the beginning of the year so everyone will rotate through the committee. Primary stakeholders will remain the same.

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: Teachers assess students using district required assessments at least 3 times a year. From this data initial groups are formed and changes are made as needed. Unit tests are administered based on when the chapter or unit is completed in the basal series.	Current reality of effective practice: Teachers of literacy and mathematics are grouped into grade-level instructional teams in grades K-5. The instructional teams meet at least once a week to plan units of instruction and to develop unit assessments that are used as pre-tests and post-tests. We have given three units per quarter; we have worked to make this routine. Our instructional teams need to become more proficient in working collaboratively to design the assessments based on appropriate standards. Then review pre-/post-test data for the purpose of differentiating instruction, re-teaching, and providing extra help for students. The instructional team members should be reflective in their data review so that they can identify their own needs and take those that are appropriate to the SLT for actions such as providing professional development and opportunities for collaboration with teachers in their own school or in other schools who can provide models or examples of practices that will assist in professional improvement. Using unit assessment data to provide individualized or small group instruction for

	students in after-school or tutoring programs is the goal.
IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: We currently have a Western Hills Learning Compact in place that is signed by principal, teacher, parent, and student. It is signed at the beginning of the year when parents register their child for school and is shuffled along with the rest of the stack of papers with registration. Later the assigned teacher signs it and sends it home without having a discussion with parents. It is several years old and vague.	Current reality of effective practice: The school counselor researched current “Wise ways” to rewrite the Learning Compact. After completing a rough draft, she presented it to the SLT for final review. At that time, it was approved and presented to all teachers. The compact was distributed to teachers for the February Parent Conference Day where it was discussed with families and signed. Any families not attending conference day were contacted by phone and the compact was signed at the next available meeting. We felt that having the families, students and teachers sitting down together to review expectations and routines for the year was a much more effective way of developing a relationship of support for our students.

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: We are an elementary school and therefore focus primarily on future careers through career day activities, field trips to local areas or shadowing a parent at work for a day. We also teach test taking strategies that will last throughout their school career.	Current reality of effective practice: The Counselor teaches whole group lessons on different careers and has students participate in group skit activities of the career of their choice. The students have to research that career such as education, salary etc., each group has to report out. GT students dressed up in the chosen career and had to present background information. Guest speakers from different career fields came to speak with students. Students had to research different colleges to see what requirements were needed to gain acceptance into that college. Next year we plan to take 5th graders on a couple of college tours.

LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

- Working through the process of administering pre and post assessments has been a challenge but the data that it provides helps our team with reteaching. We made progress this quarter in designing appropriate assessments. We were punctual with completing the assessments.
- Focus groups continued to work on and revise the diagnostic analysis and to refine the TIP for the upcoming year.
- Members of our leadership team attended the Team Institute through Arkansas Leadership Academy. This team has been instrumental in supporting data use in our school. The team studied the professional text Using Data to Focus Instructional Improvement. The book helped us to have a deeper understanding of the different types of data to use to plan for instruction. One area of focus will be a public display of data in a targeted skill area to allow students to work toward improving academically.
- The Leadership team that attended the Arkansas Leadership Academy planned a case study to support data analysis. One of our team members from the district level presented the professional development on data analysis with a focus on writing. Each classroom teacher brought writing samples and we scored using a rubric. This allowed the small groups to develop lesson plans for the whole group and to pull small groups for specific areas of improvement. We also discussed writing across content areas with a focus on science. For our next staff meeting each teacher will bring science constructed responses with the rubric and we will determine how to use this information to support learning in science content.
- We continued to communicate more effectively through the Friday Focus provided by the principal updates staff about celebrations, provides reminders for the upcoming week, and targets areas that we are still working to improve.

If anything, what do you intend to change or modify for the year?

- We will continue to mandate pre and post assessments in all grades with emphasis on grades 3-5. We will meet to consider the data and plan accordingly taking into consideration the needs of all students.
- An annual calendar of upcoming events with expectations for pre and post assessments was developed and will guide our assessment plan for the upcoming year.
- An additional after school data team meeting will take place monthly. This meeting will be used to analyze data, create pre-test, group for instruction, and encourage vertical teaming.
- Professional development will be provided to further train and support teachers on using formative assessments to drive instruction.
- A common intervention time will be scheduled school-wide.
- The data wall will be revised to simplify data usage.
- A common form will be developed for agendas, minutes, and action plans. Agendas and minutes for each committee will be sent to the principal and SIS and uploaded to a school-wide electronic storage device.
- A student committee will be developed to encourage student ownership and leadership in our school.
- We have put best practices in place throughout the building. Now we must assimilate it into our everyday teaching, planning and thinking. We aren't there yet but we have a much clearer plan to get there.
- We purchased another class set of chromebooks for third grade. These will be utilized to improve technology instruction and engagement.

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
03	47	44	44	45	9	5	0	0	0	0	0	1	3	4
04	27	27	26	26	6	2	0	0	0	0	0	0	3	7
05	35	34	32	31	12	8	0	0	0	0	1	2	2	3
K	39	40	40	40	2	9	0	0	0	0	0	1	1	6
1	43	44	43	44	4	6	0	0	0	1	0	0	1	4
2	44	45	38	38	11	7	0	0	0	0	1	0	5	4

Comments/ Clarifications:

- Included in these numbers are students out of our school zone who are in a special education classroom for diagnosed behavior issues. All of them are boys; one is an English language learner.
- Although the third grade number is the same from second to fourth quarter, there were multiple students who left during the third quarter but slots were filled with other students entering our school from both within and out of the district and state.
- All grade levels have lost some students but gained others. Our population is becoming more mobile every year.
- The breakdown of SWD students is as follows:
 - Behavior room: 2 third graders, 6 fifth graders. Some of these students also receive speech/language.
 - Resource: (small group support for short bits of time): 0 Kindergarteners, 3 first graders, 3 second graders, 5 third graders, 4 fourth graders, 3 fifth graders. Some of these students also receive speech/language.
 - Speech/Language only: 18 students.
 - 18 of these students also receive Occupational Therapy.
- Roughly 19% of our population is English language learners. This number increases a little each year. It fluctuates, but nearly 5% of our population is homeless.

We interpret “referrals” to mean students who were in enough trouble to require a suspension or worse. There were not any students who were suspended five or more times but we did have to send one fifth grade student to the Alternative Learning Environment for a severe issue in the third quarter. One first grade student was sent home multiple times in the fourth quarter.

- Chronic absenteeism with some families is a growing concern. The leadership team has become more aware of the number of students with repeated absences and is looking into ways to address it. Third quarter, 7% of our population missed ten days or more. This number increased sharply during fourth quarter, totaling 12%. Currently we send letters to parents on the third, sixth and ninth unexcused absence. The counselor contacts parents when it is warranted. Parent conferences have taken place to stress the importance of having students at school daily. In some families, all the students will stay home together when one is ill.
- When a student is repeatedly absent the classroom teacher keeps track of missed assignments and gives the student extra time and help to make up the missing work. Frequently a paraprofessional or peer tutor is assigned to lend support.
- The staff and principal work diligently to provide positive support to students before behavior problems escalate including but not limited to: a time out in another teacher’s room, talking with the school counselor, a cool down walk or calling parents for support. We also use a classroom behavior chart to visually remind students to follow the class rules.
- Western Hills also has counseling services through Life Strategies Counseling Incorporated. We have a counselor and case worker in our building several times a week to meet with students in small groups and individually. They also work with parents and other family members outside of the school and offer services when school is not in session.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> September-May (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____(Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>Reading Level</u> September - May (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
3	0	0	0	0	23	15			12	1		
4	0	0	0	0	16	10			0	1		
5	0	0	0	0	27	21			6	2		
BC	0	0	0	0	3	3			3	3		
K	0	0	0	0	N/A	N/A			NA	N/A		
1	0	0	0	0	N/A	5			NA	2		
2	0	0	0	2	20	4			4	0		

Comments/ Clarifications:

- BC stands for Behavior Class.
- Our classroom teachers have excellent attendance.
- Universal Screeners in math is an individualized assessment to determine exactly what students know.
- The Scholastic Math Inventory (SMI) is not administered to first grade students until the beginning of the second semester.
- Classroom interventions are provided for students in math and literacy for students who are below grade level. The classroom teacher closely monitors formative assessments including pre/post assessments on learning segments.
- Students who would benefit from extra support are assigned a specialist (music teacher, media specialist, etc) who works with students in groups of three or four with specific strategies that are lacking in the classroom. Students are selected based on screeners and classroom teacher recommendation. Support continues until the teacher feels the child has made the necessary progress. Progress is determined by

classroom pre/post assessments, formative assessments and teacher observation. (This was not as consistent as we had hoped but is still our goal. We will restructure to improve interventions next year.)

- If a child continues to work with little or no progress; they are referred to the School Based Intervention Team for consideration into a more formal response to intervention; tier II and tier III.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	44	1	0	0	0	42	42	42	N/A	126	22		20%	39%	17%
4	0	27	0	0	0	0	24	23	24	N/A	71	39		77%	72%	55%
5	0	34	2	4	1	1	24	25	23	N/A	72	26		40%	53%	36%
K	0	40	0	0	0	0	N/A	N/A	N/A	N/A					56%	
1	0	44	0	0	0	0	N/A	N/A	N/A	N/A					57%	
2	0	38	0	0	0	0	38	38	38	N/A	114	8			30%	7%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- We did not conduct pre tests in Kindergarten and first grade so their scores are not represented here.
- All grade levels have had a fluctuating class roll with students moving in and out of the school. It is difficult to measure on a classroom basis when a room of twenty has lost four students and gained two or three.
- Nearly 12% of our student population missed ten or more days this quarter with many more missing between five and nine. We feel that this has had a negative impact on student learning.

- As a school, we have struggled with what type of assessments to use for the pre/post format. There has been copious debate regarding how much material to cover for each unit. As a district, it was determined that smaller learning segments were more beneficial and gave clearer guidelines for re-teaching but math personnel insist on using chapters in a textbook. Our more “out of the box” classroom teachers have started compensating accordingly but it has taken time. We suspect that the high number of D’s and F’s are attributed to our assessment choices rather than student performance. This has improved in the fourth quarter but we still have a long way to go before it is truly successful.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	44	1	3	0	0	42	42	42	N/A	126	12		26%	19%	10%
4	0	27	0	0	0	0	23	24	26	N/A	73	19			12%	26%
5	0	34	0	0	3	3	24	25	24	N/A	73	5		26%	14%	6%
1	0	44	0	0	0	0				N/A					38%	
2	0	38	0	0	0	0	38	38	38	N/A	114	6			17%	5%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- We did not conduct pre tests in Kindergarten and First grade (in fourth quarter) so their scores are not represented here. Kindergarten and first grade teachers maintain data based on phonological awareness, the alphabet, plus emergent reading and writing strategies on an individual and small group basis that is monitored closely.
- All grade levels have had a fluctuating class roll with students moving in and out of the school. It is difficult to measure on a classroom basis when a room of twenty has lost four students and gained two or three.
- Nearly 12% of our student population missed ten or more days this quarter with many more missing between five and nine. We feel that this has had a negative impact on student learning.
- Unit assessments were based on either comprehension strategies or types of writing that were pertinent to each grade level.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

This is a portion of the electronic data wall. It is fourth grade math. The numbers and colors represent performance. The average for each column is at the bottom. The data wall also provides reading levels for each quarter, performance on universal screeners that are given three times a year and other pertinent information.

- Above grade level: 4/blue
- At grade level: 3/green
- Slightly below grade level: 2/yellow
- Below grade level: 1/red

	STUDENT	Math Ch. 3 PRE	Math Ch. 3 POST	Pre-test Ch. 4	Post-test Ch. 4	Pre-test Fractions	Post-test Fractions	Pre-test Fractions	Post-test Fractions
5	C406	1	4	3	3	1	4	3	3
6	C407	1	1		1	1	3	1	1
7	C408	1	1	1	2	1	2	2	2
8	C429						2		
10	C410	1	3	1	1	1	1	1	2
11	C411	1	1	1	1	1	1	1	2

13	C414	1	1	1	1	1	1	1	3
14	C416	3	4	3	4	1	2	4	4
15	C417	2	3	3	3	2	3	3	3
16	C430		3	3	3	1		4	4
17	C418	1	1	1	2	1	1	1	3
18	C419		3			1		2	2
19	C420	1	1	1	1	1	1	1	1
20	C421		3	3	3	1	2	1	1
21	C422	1		1	1	1		1	3
22	C423	1	1	1	1	1	2	1	1
23	C424	1	1		1	1	1	1	2
24	C425	1	1	1	1	1	1	2	3
25	C426	1	1	1	2	1	1	1	2
26	C427	1	3	2	2	1	3	3	3
27	C429		4	1	1	1	2	3	4
28	C428					1	1		
		1.00	1.00	1.55	1.00	1.00	2.00	1.00	2.00

This is the worksheet the teachers use before data goes on the data wall: It is emailed to the member of the leadership team in charge of compiling data for our team meetings and also to the teacher who logs information onto the data wall. From here, each class is tallied, then each grade. Next it goes on the school reporting form to turn into the district every three to four weeks.

LAST	Grade & Subject	Test Name	# students who took pre-test	Pre-test average score	# students who took post-test	Post-test average score	Gain/Loss
	5 WRITING	PERSUASIVE/OPINION	22	71.00%	22	80.14%	9.14%
AMIR							0.00%
TYLER			1	60.00%	1	70.00%	10.00%
BRYAN			1	70.00%	1	77.00%	7.00%
ANGEL			1	80.00%	1	97.00%	17.00%
ALBERTO			1	77.00%	1	80.00%	3.00%
GAGE			1	80.00%	1	90.00%	10.00%
ASIA			1	50.00%	1	70.00%	20.00%

JASHAWN			1	70.00%	1	70.00%	0.00%
ALYSSA			1	77.00%	1	87.00%	10.00%
AUSTIN			1	90.00%	1	100.00%	10.00%
ALLEN			1	60.00%	1	70.00%	10.00%
ANTHONY			1	97.00%	1	100.00%	3.00%
DRESHAWNA			1	70.00%	1	77.00%	7.00%
SALVADOR			1	57.00%	1	63.00%	6.00%
AMYA			1	70.00%	1	73.00%	3.00%
JEREMIAH							0.00%
NEVAEH			1	80.00%	1	80.00%	0.00%
ANGELA			1	50.00%	1	83.00%	33.00%
SARAH			1	50.00%	1	63.00%	13.00%
CESY			1	60.00%	1	70.00%	10.00%
DAILON							0.00%
MADISON			1	87.00%	1	90.00%	3.00%
JAVEON			1	70.00%	1	80.00%	10.00%
JAYELON			1	70.00%	1	83.00%	13.00%
CARLOSE			1	87.00%	1	90.00%	3.00%

The following is a copy of a fifth grade student's progress monitoring from a web based Math program. Each child took an entrance assessment; this is the beginning proficiency score. Six weeks later it gave a post assessment and the third column show the student's growth during that time. As you can see, Carlose scored well in most of the previous grades with a few areas of weakness in fourth grade material. He quickly brought his score up in most areas with some still requiring support. This report was made for every child in the class.

Progress Monitoring

Carlose

Time Period: Feb 9. 2016 To Mar 31. 2016

Domains And Standards

Ending	Beginning	Increase
Proficiency	Proficiency	Decrease

Grade K	100%	100%	0%
Grade 1	100%	100%	0%
Grade 2	100%	100%	0%
Grade 3	98%	90%	8%
3.oa Operations	100%	100%	0%
3.nbt Numbers	100%	100%	0%
3.nf Fractions	100%	100%	0%
3.md Measurement	100%	100%	0%
3.g Geometry	90%	50%	40%
3.g.1 Understand That Shapes In Different Categories (e.g., Rhombuses, Rectangles, And Others) May Share Attributes (e.g., Having Four Sides). And That The Shared Attributes Can Define A Larger Category (e.g., Quadrilaterals). Recognize Rhombuses, Rectangles, And Squares As Examples Of Quadrilaterals. And Draw Examples Of Quadrilaterals That Do Not Belong To Any Of These Subcategories.	80%	0%	80%
3.g.2 Partition Shapes Into Parts With Equal Areas. Express The Area Of Each Part As A Unit Fraction Of The Whole. For Example, Partition A Shape Into 4 Parts With Equal Area. And Describe The Area Of Each Part As $\frac{1}{4}$ Of The Area Of The Shape.	100%	100%	0%
Grade 4	99%	80%	19%
4.oa Operations	100%	100%	0%
4.nbt Numbers	100%	100%	0%
4.nf Fractions	96%	0%	96%
4.nf.1 Explain Why A Fraction $\frac{a}{b}$ Is Equivalent To A Fraction $\frac{n \times a}{n \times b}$ By Using Visual Fraction Models. With Attention To How The Number And Size Of The Parts Differ Even Though The Two Fractions Themselves Are The Same Size. Use This Principle To Recognize And Generate Equivalent Fractions.	100%	0%	100%
4.nf.2 Compare Two Fractions With Different Numerators And Different Denominators. E.g., By Creating Common Denominators Or Numerators. Or By Comparing To A Benchmark Fraction Such As $\frac{1}{2}$. Recognize That Comparisons Are Valid Only When The Two Fractions Refer To The Same Whole. Record The Results Of Comparisons With Symbols $>$, $=$, Or $<$. And Justify The Conclusions. E.g., By Using A Visual Fraction Model.	100%	0%	100%
4.nf.3 Understand A Fraction $\frac{a}{b}$ With $a > 1$ As A Sum Of Fractions $\frac{1}{b}$.	100%	0%	100%
4.nf.3a Understand Addition And Subtraction Of Fractions As Joining And Separating	100%	0%	100%

Parts Referring To The Same Whole.

4.nf.3b Decompose A Fraction Into A Sum Of Fractions With The Same Denominator In More Than One Way. Recording Each Decomposition By An Equation. Justify Decompositions. E.g.. By Using A Visual Fraction Model. Examples:

$3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

100% 0% 100%

4.nf.3c Add And Subtract Mixed Numbers With Like Denominators. E.g.. By Replacing Each Mixed Number With An Equivalent Fraction. And/or By Using Properties Of Operations And The Relationship Between Addition And Subtraction.

92% 0% 92%

4.nf.3d Solve Word Problems Involving Addition And Subtraction Of Fractions Referring To The Same Whole And Having Like Denominators. E.g.. By Using Visual Fraction Models And Equations To Represent The Problem.

67% 0% 67%

4.nf.4 Apply And Extend Previous Understandings Of Multiplication To Multiply A Fraction By A Whole Number.

100% 0% 100%

4.nf.4a Understand A Fraction A/b As A Multiple Of $1/b$. For Example. Use A Visual Fraction Model To Represent $5/4$ As The Product $5 \times (1/4)$. Recording The Conclusion By The Equation $5/4 = 5 \times (1/4)$.

100% 0% 100%

4.nf.4b Understand A Multiple Of A/b As A Multiple Of $1/b$. And Use This Understanding To Multiply A Fraction By A Whole Number. For Example. Use A Visual Fraction Model To Express $3 \times (2/5)$ As $6 \times (1/5)$. Recognizing This Product As $6/5$. (in General. $N \times (a/b) = (n \times a)/b$.)

100% 0% 100%



ARKANSAS
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OF EDUCATION

DISTRICT: LITTLE ROCK
SCHOOL: WILSON ELEMENTARY
STATUS: FOCUS SCHOOL
SITE-BASED SIS: ED WILLIAMS
EXTERNAL PROVIDER: N/A

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: ELEANOR COX

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: MISTY PITTMAN AND SHARESIA WHITE

End of Year Summary Report

FOURTH QUARTER

2015-2016 School Year

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)	
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • Team structures established • Irregular meeting times • Regular meetings once a month • Review performance weekly/ quarterly student assessment data 	Current reality of effective practice: <ul style="list-style-type: none"> • Team structures established with bylaws • Regular meeting times established • Regular meeting twice a month • Increased flexibility with meeting types: online/email, phone conference, in person • Agendas and Minutes updated in the Indistar website • Review performance weekly/ quarterly student assessment data including pre/post tests

IMO AREA 1: CHANGE IN TEACHER AND LEADER PRACTICE	
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB04)	
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • Grade Level Team structures established • Irregular meeting times • Regular meetings once a month with facilitators • Review performance weekly/ quarterly student assessment data 	Current reality of effective practice: <ul style="list-style-type: none"> • Team structures established with bylaws • Regular meeting times established once a week by team • Regular meeting twice a month with facilitators • Increased flexibility with meeting types: online/email, phone conference, in person • Review performance weekly/ quarterly student assessment data including pre/post tests • Team planning to address student needs

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)	
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • Parent/ school compact delivered to parents and reviewed at the Annual Title 1 Meeting during Open House 2015 	Current reality of effective practice: <ul style="list-style-type: none"> • Parent/ school compact delivered to parents and reviewed at the Annual Title 1 Meeting during Open House 2015

IMO AREA 4: FAMILY AND COMMUNITY ENGAGEMENT	
Effective Practice within Category: Post-Secondary School Options (VA01)	
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.	
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 	
Current reality of effective practice from the beginning of the year: <ul style="list-style-type: none"> • No plan/ process for tracking graduates 	Current reality of effective practice: <ul style="list-style-type: none"> • The Leadership Team and the counselor will develop a guidance plan and process for tracking graduates during the 2016-2017 school year • Use data Dashboard and TRIAND to track student progress



ARKANSAS
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LEADERSHIP TEAM REFLECTION

Thinking about meetings throughout the year, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter? And what attributed to those changes?

The Leadership Team implemented the process for administering pre and posttests, monitoring the progress and planning with results. The ADE required the Indistar indicators regarding pre and posttest be implemented, compiled by the SIS and reviewed with the team

If anything, what do you intend to change or modify for the year?

- **The Leadership Team and the counselor will develop a guidance plan and process for tracking graduates during the 2016-2017 school year**
- **Use data Dashboard and TRIAND to track student progress**
- **New Principal**
- **No Facilitators**
- **Less Classified Staff**
- **No security**
- **Increased Teacher duties**

SCHOOL LEADERSHIP TEAM'S REPORT FOURTH QUARTER

STUDENT/ TEACHER DATA by Quarter IMO AREA 2: STUDENT PROGRESS AND ACHIEVEMENT

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
PK	38	35	35	36	0	0	0	0	0	0	1	0	0	1
K	63	63	60	60	7	2	0	0	0	0	3	1	4	3
1	55	53	44	44	14	14	0	0	0	0	0	0	2	1
2	55	54	51	52	12	11	0	0	0	0	0	1	0	0
3	51	52	48	49	15	14	0	0	0	0	0	0	1	2
4	44	44	48	49	11	9	0	0	0	0	0	0	0	4
5	43	44	43	45	8	13	0	0	0	0	0	0	2	4

Comments/ Clarifications:

- There was a decrease in student enrolled at PK (2 students), K (3 students), 1st (11 students), 2nd (3 students), and 3rd (2 students), from 1st to 4th quarter. There was an increase in students in 4th and 5th grade, 5 and 2 respectively. The Team felt the decreases were due to student enrolling in private or charter schools.
- 4th and 5th grade teachers immediately reviewed any and all available data on the new students and used the data to drive their instruction.
- Student absences: Parents were sent letters after a student was absent at intervals of 3, 6, and 9 days. The next step completed was either a parent face-to-face or phone conference.
- Students with high absentee rates were recommended for retention.

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by letter grades at end of first and fourth quarter		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by letter grades at end of first and fourth quarter		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
PK	0	0	0	0	N/A	N/A			N/A	N/A		
K	0	20	0	0	N/A	N/A			N/A	N/A		
1	0	0	50	0	2	0			2	0		
2	0	0	33	0	3	0			3	0		
3	50	50	50	50	11	3			11	6		
4	0	0	0	0	8	12			8	9		
5	0	33	33	0	17	18			17	20		

Comments/ Clarifications:

- The Principal reviewing teacher attendance rates first gave a verbal warning, followed by a written warning, and in some cases a written reprimand.
- Students with a high number F's were recommended for retention.
- Principal and facilitators monitored teacher instruction and made verbal recommendations when needed.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in Math this quarter	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th
3	3	49	8	4	13	7	45	44	47	N/A	136	37		41%	48%	27%
4	12	49	6	5	10	13	47	48	72	N/A	167	56		51%	38%	34%
5	18	45	16	21	20	17	43	75	86	N/A	204	68		71%	50%	33%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- By-in-large, posttest data on D's and F's match closely the actual percent of similar end-of-quarter grades.
- Posttest data was reviewed by the facilitators with teachers during grade level meetings.
- Posttest data was used to begin conversations on changing and/or adjusting instruction
- Teachers used posttest data during collaborative time to change and/or adjust instruction.
- Leadership team used the Unit data to encourage and suggest ways for teachers to talk about instructional changes.

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit test for each grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
											1st	2nd				
3	6	49	18	20	18	13	82	115	126	N/A	323	117		24%	46%	36%
4	9	49	8	9	19	17	94	137	140	N/A	371	100		34%	34%	27%
5	20	45	14	33	28	18	81	97	84	N/A	262	112		55%	50%	43%
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

- By-in-large, posttest data on D's and F's match closely the actual percent of similar end-of-quarter grades.
- Posttest data was reviewed by the facilitators with teachers during grade level meetings.
- Posttest data was used to begin conversations on changing and/or adjusting instruction
- Teachers used posttest data during collaborative time to change and/or adjust instruction.
- Leadership team used the Unit data to encourage and suggest ways for teachers to talk about instructional changes.

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



Quarterly Report on

Helena/West Helena School District

Prepared for Arkansas House and Senate Education
Committees

April 1, 2016 – June 30, 2016

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

Helena-West Helena School District Table of Contents

- Executive Summary
- Release Letter
- District Profile
- Unrestricted Funds Quarterly Report April 1, 2016 – June 30, 2016
 - Summary Report
 - Revenue Report
 - Expenditure Report
- Fiscal Distress Plan

Helena-West Helena School District Executive Summary

Pursuant to Ark. Code Ann. § 6-20-1905, on July 20, 2010, the Arkansas Department of Education identified the Helena-West Helena School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Helena-West Helena School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: (1) A declining balance determined to jeopardize the fiscal integrity of the school district. (2) Material state or federal audit exceptions or violations.

The Helena-West Helena School District did not appeal the fiscal distress identification. On September 13, 2010, following a public hearing, the State Board of Education classified the Helena-West Helena School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Helena-West Helena School District. The Arkansas Department of Education removed the Helena-West Helena superintendent and school board, and appointed an individual to administratively operate the Helena-West Helena School District under the supervision and approval of the Commissioner of Education.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Helena-West Helena School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report.

On March 10, 2016, the State Board of Education recommended that the Helena-West Helena School District be removed from Fiscal Distress status and State control.



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

March 10, 2016

State Board
of Education

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Little Rock

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Little Rock

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Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. John Hoy, Superintendent
Helena-West Helena School District
P.O. Box 369
Helena, Arkansas 72342

Dear Mr. Hoy:

This is to confirm the State Board of Education approved the recommendation for the Helena-West Helena School District to be removed from Fiscal Distress status and State control (reconstitution) at the March 10, 2016 meeting. The removal of the District's Fiscal Distress and State control (reconstitution) is effective as of March 10, 2016. After a school board has been elected the Arkansas Department of Education will arrange for the board members to received training. The Helena-West Helena School District is congratulated on this accomplishment. Please maintain a copy of this letter in your district audit file.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Smith".

Mrs. Cynthia (Cindy) Smith
ADE Coordinator, Fiscal Services and Support

CS:ddm

cc: Mr. Johnny Key, Commissioner
Dr. Mark Gotcher, Deputy Commissioner
Mr. Greg Rogers, Assistant Commissioner
Mrs. Kendra Clay, General Counsel

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

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Helena-West Helena School District
LEA # 5403
Phillips County

Classified in Fiscal Distress: September 13, 2010

Fiscal Distress Indicators and Additional Concerns:

- A declining balance determined to jeopardize the fiscal integrity of the school district
- Material audit exceptions or violations

District Profile:	2011-12	2012-13	2013-14	2014-15*
Superintendent	Suzann McCommon	Suzann McCommon	Suzann McCommon	John Hoy
4 QTR ADM	1,886	1,651	1,636	1,542
Assessment	125,831,037	132,059,051	129,361,076	124,613,583
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	7,060,000	7,060,000	6,495,000	5,830,000
Per Pupil Expenditures	12,724	12,289	13,101	12,324
Personnel-Non-Fed Licensed FTE	175	137	135	136
Personnel-Non-Fed Licensed Clsrn FTE	163	125	118	121
Avg Salary-Non-Fed Licensed FTE	43,583	41,052	48,423	46,853
Avg Salary-Non-Fed Licensed Clsrn FTE	40,858	46,441	47,132	43,423
Net Legal Balance (Excl Cat & QZAB)	5,318,384	6,863,335	6,331,642	6,308,050

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

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

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2010-11

- Reduced (RIF) 3 administrative office staff
- Reclassified licensed and classified salaries from operating to ARRA funds
- Reclassified licensed and classified salaries from operating to Declining Enrollment funds
- Reclassified licensed and classified salaries from operating to NSLA funds
- Reduced licensed and classified salaries through attrition and reassignment
- Monitored all expenditures
- Eliminated Saturday School Detention Program
- Eliminated custodial/maintenance uniforms
- Eliminated After School Discipline Program

2011-12

- Reduced 27 licensed positions through RIF and attrition
- Reduced 54 classified position through RIF and attrition
- Reduced salary and utility costs by transferring kindergarten students to three other schools
- Reduced operating costs by utilizing NSLA funds more efficiently
- Eliminated operating cost of After School tutorial
- Monitored and implemented corrective actions for the 2011 audit findings

2012-13

- Reduced 30 employees through RIF
- Reclassified salaries of 4 licensed positions from Operating to Categorical and Federal funds
- Reduced expenses through consolidation of campuses
- Refunded district bonds to a lower interest rate

2014-15

- Established additional internal controls and increased monitoring of all financial transactions to address 2014 audit findings

2015-16

- Closed Miller Primary School Campus
- Continue training and monitoring of financial transactions to address audit findings

Helena-West Helena School District
LEA # 5403
Phillips County

Comments:

The District was classified in Fiscal Distress on September 13, 2010. The District began their fifth full year of Fiscal Distress on July 1, 2015.

On June 20, 2011, the Arkansas Department of Education took control of the Helena-West Helena School District.

On June 20, 2011, Superintendent Willie Williams and the School Board were released from their duties.

The following appointments were made on June 20, 2011:

Suzann McCommon- Chief Executive Officer

Ulicious Reed- Chief Operating Officer

District had a prior classification with the Fiscal Distress program.

- Classified - April 11, 2005
- Reconstitution (State takeover) - September 8, 2005
- Removed - April 21, 2008

The Helena-West Helena School District's general operating ending balance of \$3,511,492 on June 30, 2011 included the reclassification of approximately \$2.7 million in salaries from general operating funds to American Recovery and Reinvestment Act (ARRA) funds.

For the 2012-13 school year, the District consolidated campuses from five to three due to declining enrollment. The District's enrollment as of Oct. 1, 2012 was 1,655 students.

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to A.C.A. §6-20-1910.

On September 9, 2013, the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Helena-West Helena School District:

Zone 1	Vacant
Zone 2	Mr. Doug Friedlander
Zone 3	Mr. Marvin Jarrett
Zone 4	Mr. Lynn D. Boone
Zone 5	Vacant
Zone 6	Mr. Earnest Simpson
Zone 7	Mr. Nathan Bagley

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

Effective July 1, 2014, John Hoy was appointed Superintendent of Helena-West Helena School District.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Helena-West Helena Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Helena-West Helena School District.

On March 10, 2016, the Arkansas State Board of Education recommended that the Helena-West Helena School District be removed from Fiscal Distress status and State control, upon election and training of school board members.

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Report**

FY16 as of June 30, 2016*			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>6/30/2016</u>
	Revenue	Expenditures	
6,229,508	12,085,156	11,783,148	6,531,516
FY16 Budget			
Beginning Balance <u>7/1/2015</u>			Projected Balance <u>6/30/2016</u>
	Revenue	Expenditures	
6,229,508	11,885,183	11,876,547	6,238,144
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
6,331,642	12,844,118	12,946,251	6,229,508
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
6,850,080	12,820,587	13,339,025	6,331,642
FY13			
Beginning Balance <u>7/1/2012</u>			Ending Balance <u>6/30/2013</u>
	Revenue	Expenditures	
5,253,924	15,187,846	13,591,689	6,850,080

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

*Prior to Close

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Revenue Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

609

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	2,237,563	2,278,288	2,612,389	2,579,434	2,104,510	(474,923)
11120	Property Taxes	1,434,838	1,023,476	950,773	950,773	1,489,347	538,574
11125	Property Tax Relief	38,282	0	0	0	0	0
11140	Property Taxes - Delinquent	284,627	343,637	447,499	435,000	305,545	(129,455)
11150	Excess Commission	7,020	117,703	94,510	88,000	70,150	(17,850)
11160	Land Redemption	153,945	36,541	53,781	53,000	75,510	22,510
12800	Revenue in Lieu of Taxes	15,892	47,581	19,833	25,000	32,414	7,414
15100	Interest on Investments	14,418	15,867	12,264	12,000	14,147	2,147
15200	Profits on Sale of Buildings	0	0	17,525	0	7,018	7,018
19130	LEA Buildings and Facilities	5,000	5,500	2,000	2,000	905	(1,095)
19200	Contributions and Donations	124,897	166,636	131,806	0	131,031	131,031
19300	Sale of Supplies and Materials	0	0	0	0	2,758	2,758
19800	Refunds of Prior Year Expenditures	17,752	91,984	304,528	25,000	7,581	(17,419)
19900	Misc Revenue from Local Sources	15,386	28,174	23,155	15,000	70,716	55,716
31101	Foundation Funding	8,734,208	7,308,369	7,501,968	7,132,286	7,124,402	(7,884)
31103	98% Tax Collection Rate	119,651	140,616	116,653	0	112,413	112,413
31460	Declining Enrollment	1,080,556	773,809	41,278	294,733	294,733	0
31620	Supplemental Millage Incentive Funding	106,711	71,141	35,570	0	0	0
31900	Other	0	432	586	0	1,631	1,631
32250	Pathwise	12,000	6,400	3,651	0	3,600	3,600
32310	LEA Special Education Supervisor	6,705	6,220	6,197	6,000	5,480	(520)
32361	Gifted & Talented - Advance Placement	200	1,033	50	0	150	150
32420	Career Capital Equipment Grant	0	0	10,000	20,000	10,000	(10,000)
32480	Career New Program Start-up	0	0	26,945	0	0	0
32710	Arkansas Better Chance (ABC)	277,025	164,850	157,240	0	0	0

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Revenue Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

610

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
32912	General Facilities Funding	24,595	16,396	8,198	0	0	0
32915	Debt Service Supplement	119,315	86,105	91,306	89,322	89,322	0
32920	AR Game & Fish Commission	1,949	1,976	14,797	7,399	0	(7,399)
41200	Wildlife Refuge	0	0	12,943	6,472	13,608	7,136
41300	Revenue in Lieu of Taxes	37,095	1,780	13,548	6,774	1,746	(5,028)
42100	Forest Reserve	3,090	0	3,990	3,990	16,245	12,255
48000	Revenue in Lieu of Taxes	0	0	12,971	0	0	0
51999	Audit Adjustment	0	50,429	(3,399)	0	0	0
52600	Transfer from Federal Grants Fund	0	0	9,686	0	0	0
52900	Indirect Cost Reimbursement	33,823	25,977	48,000	49,000	0	(49,000)
53100	Sale of Equipment	0	0	20,000	0	0	0
53200	Sale of Building and Grounds	0	0	0	84,000	60,000	(24,000)
53400	Compensation for Loss of Fixed Assets	281,302	9,668	41,877	0	40,194	40,194
Total Revenue		15,187,846	12,820,587	12,844,118	11,885,183	12,085,156	199,974

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

611

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified	5,269,572	5,484,332	4,974,162	4,926,266	4,735,720	190,547
61111	Certified	85,946	80,961	49,980	50,000	74,422	(24,422)
61120	Classified	1,471,053	1,424,951	1,354,077	1,236,952	1,264,010	(27,058)
61121	Classified	128,038	182,536	58,549	50,000	50,678	(678)
61210	Certified	0	0	6,888	3,000	57,890	(54,890)
61220	Classified	3,937	0	66,045	41,893	63,113	(21,220)
61310	Certified	0	0	0	0	0	0
61320	Classified	0	0	54,508	75,000	23,655	51,345
61620	Classified	0	0	84	0	0	0
61710	Certified	131,737	55,052	115,191	134,000	125,991	8,009
61720	Classified	66,304	113,451	102,508	115,000	116,979	(1,979)
61810	Cert Unused Sick Leave	13,025	7,550	64,700	30,000	300	29,700
61819	Cert Unused Sick Leave	0	0	0	0	16,688	(16,688)
61820	Class Unused Sick Leave	3,350	0	0	10,000	10,825	(825)
61829	Class Unused Sick Leave	0	0	0	0	4,100	(4,100)
62210	Certified	314,254	320,702	300,506	306,318	289,001	17,317
62220	Classified	103,526	104,214	101,295	76,660	96,991	(20,332)
62260	Certified	73,381	79,771	70,277	72,193	67,800	4,393
62270	Classified	24,213	24,374	23,635	17,904	22,684	(4,780)
62300	Teacher Retirement	0	0	0	0	0	0
62310	Certified	755,673	743,278	715,141	690,097	726,313	(36,216)
62320	Classified	232,758	229,547	236,654	162,024	222,610	(60,586)
62510	Certified	165,852	83,617	24,587	24,500	22,861	1,639
62520	Classified	237,811	72,155	27,733	21,000	1,059	19,941

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

612

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
62610	Certified	21,043	16,542	17,084	16,000	12,105	3,895
62620	Classified	28,058	38,292	39,574	31,000	24,209	6,791
62710	Certified	133,082	169,626	161,147	156,777	150,517	6,261
62711	Certified	0	0	9,544	34,100	14,386	19,714
62720	Classified	59,727	67,750	60,020	52,104	52,029	75
62721	Classified	0	0	1,952	0	3,145	(3,145)
62820	Classified	3,848	3,738	3,336	3,133	3,135	(2)
62910	Certified	0	0	0	0	0	0
Salaries & Benefits Totals		9,326,188	9,302,440	8,639,178	8,335,922	8,253,216	82,706
63130	Board of Ed Services	4,363	4,277	0	0	359	(359)
63210	Instruction Services	2,523	2,671	0	0	0	0
63230	Consulting - Educational	6,000	36,792	0	0	0	0
63310	Certified	4,402	5,993	8,185	9,425	8,838	587
63320	Classified	2,609	2,422	847	1,000	1,759	(759)
63350	Medical	0	0	0	0	0	0
63420	Statistical Services	0	0	0	0	7,000	(7,000)
63440	Legal	1,966	0	0	0	0	0
63441	Legal-Litigation Defense	37,734	65,444	83,207	150,000	40,047	109,953
63450	Medical	2,368	3,152	0	0	345	(345)
63900	Other Prof and Tech Services	729,038	714,774	239,691	282,725	343,917	(61,192)
64110	Water/Sewer	40,056	35,089	33,837	22,500	25,040	(2,540)
64210	Disposal/Sanitation	65,388	33,419	31,648	34,000	31,455	2,545
64310	Non-Tech-Related Repairs and Maint	18,519	0	27,297	29,500	4,568	24,932
64410	Rental of Land and Buildings	0	0	5,696	0	0	0

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

613

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
64420	Rental of Equipment and Vehicles	1,426	110	0	0	0	0
64430	Rental of Comp and Related Equip	209,369	189,059	212,615	235,000	168,457	66,543
64500	Construction Services	222,069	129,244	378,700	206,200	27,443	178,757
65190	Student Trans Purchased	3,555	0	0	0	0	0
65210	Property Insurance	65,936	225,637	153,223	190,000	326,470	(136,470)
65220	Liability Insurance	0	0	0	0	0	0
65240	Fleet Insurance	29,630	0	0	0	721	(721)
65250	Accident Insurance	58,297	33,007	0	29,000	28,866	134
65290	Other Insurance	552	1,560	23,143	25,000	42,276	(17,276)
65310	Telephone	78,408	87,127	90,538	125,000	104,838	20,162
65320	Postage	9,475	12,058	10,103	12,700	9,142	3,558
65330	Networking/Internet Services	1,699	1,349	3,170	900	7,207	(6,307)
65331	Broadband	0	0	0	2,000	44,930	(42,930)
65400	Advertising	3,034	7,308	3,994	6,000	2,514	3,486
65500	Printing and Binding	0	0	0	0	5,402	(5,402)
65610	Tuition to Other LEA within the State	0	0	0	0	0	0
65690	Other Tuition	0	10,850	0	0	0	0
65810	Certified	0	0	647	500	0	500
65820	Classified	11,151	7,533	5,168	5,550	2,333	3,217
65830	Out of District Certified	1,742	1,746	3,586	5,900	3,224	2,676
65840	Out of District Classified	900	1,628	2,812	3,700	2,456	1,244
65850	Out of State Certified	0	0	71	200	66	134
65870	Non-Employee	2,333	6,708	2,990	3,500	591	2,909
65880	Meals	13,472	19,606	21,096	23,575	14,844	8,731

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

614

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
65890	Lodging	9,225	11,038	7,269	13,225	9,660	3,565
65900	Miscellaneous Purchased Services	22,250	19,752	18,966	17,200	21,065	(3,865)
66100	General Supplies and Materials	400,238	412,465	264,304	289,050	322,019	(32,969)
66107	Low Value Equip Supplies	0	0	960	1,000	0	1,000
66210	Natural Gas	102,824	119,528	117,352	146,000	43,498	102,502
66220	Electricity	351,904	340,045	308,368	292,500	335,646	(43,146)
66260	Gasoline	110,002	75,657	35,026	36,500	55,306	(18,806)
66300	Food	971	0	5,595	1,500	665	835
66410	Textbooks	6,331	160,684	185,690	191,275	245,409	(54,134)
66420	Library Books	991	228	161	0	175	(175)
66430	Periodicals	2,539	60	662	1,000	1,156	(156)
66500	Technology Supplies	21,675	58,460	12,211	12,900	4,970	7,930
66510	Software	0	8,629	2,923	7,500	5,061	2,439
67310	Machinery	0	4,293	31,728	38,000	17,861	20,139
67320	Vehicles	183,390	91,938	99,880	108,000	214,499	(106,499)
67330	Furniture and Fixtures	0	4,419	0	0	12,582	(12,582)
67340	Technology Related Hardware	17,241	40,907	37,367	39,500	169,668	(130,168)
67350	Technology Software	6,915	19,688	5,967	6,000	2,100	3,900
67390	Other Equipment	31,629	48,051	14,293	144,000	25,954	118,046
67400	Infrastructure	0	28,284	0	0	0	0
68100	Dues and Fees	143,272	12,895	11,134	16,600	59,365	(42,765)
68102	Dues and Fees	0	0	0	0	227	(227)
68300	Interest	84,225	111,925	106,650	100,000	50,100	49,900
68600	Penalties and Interest	0	3,262	2,836	0	2,842	(2,842)

**Arkansas Department of Education
Helena-West Helena School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
68900	Miscellaneous Expenditures	13	51	51	0	0	0
68905	Miscellaneous Expenditures	0	1	0	0	0	0
68999	Allocated Charges	0	0	0	0	0	0
69100	Redemption of Principal	0	565,000	665,000	675,000	675,000	0
69330	Transfer to Building Fund	993,998	0	957,702	0	0	0
69360	Transfer to Federal Grants Fund	0	25,200	0	0	0	0
69400	Program Funding Return	147,854	235,564	69,146	0	0	0
69640	Stud Breakfast/Lunch	0	0	3,572	0	0	0
Other Expenditure Totals		4,265,502	4,036,585	4,307,073	3,540,625	3,529,932	10,693
Overall Expenditure Totals		13,591,689	13,339,025	12,946,251	11,876,547	11,783,148	93,399

615

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Helena-West Helena School District
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"Equal Opportunity Employer"

Helena-West Helena School District

Fiscal Distress District Improvement Plan

When focusing on the fiscal status of the district, the administration noted the stated areas of concern:

Areas of Concern

- The district operates too many campuses
- The district is overstaffed for number of student served
- The district has Audit Findings to be addressed
- Decrease in Revenue
- Facilities require upgrading and repairs

Analysis of Why Problem Areas Occurred

- The failure to align the use of campuses to students served
- The failure to reduce staff when experiencing a significant loss of students
- Inadequate monitoring/supervision and adherence to adopted policies and procedures
- The failure to adjust expenditures within available revenue
- Lack of maintenance and repair to facilities; the former Facilities Master Plan did not address warm, safe and dry issues.

Fiscal Distress District Improvement Plan

The Helena-West Helena School District is located in Eastern Arkansas (Phillips County); its size is 120 square miles. To provide transportation for its students, the district contracts with Durham Bus Services for the transportation of its students. Durham operates twenty-five daily routes with three of these being Special needs routes.

The distance of the routes range from a high 39.5 miles to a low of 5.5 miles (both ways). Twelve of the twenty five buses used on a daily route are owned by Helena-West Helena School District.

On June 20, 2011, the Commissioner of Education removed the Helena-West Helena Board of Directors and the Superintendent. The State assumed control of the school district by appointing Suzann McCommon as the CEO and Ulicious Reed, the COO of the District.

At the present time, the district serves its K-12 students by using six sites located on five campuses. This configuration does not lend itself to effectiveness and efficient use of the district's personnel nor resources. The current assessment valuation of the District is \$113,701.999 with the millage rate being 34.10 (25.0 mills = M & O; 9.10 mills = debt service). The school district has an annual bonded debt payment of \$683,102.25. It has no non-bonded debt payment, no post-dated warrants, and no current short term cash flow agreements. However, the district has a lease agreement for the transporting of its K-12 students with Durham Bus Service. For the 2011-2012 school year the agreement will cost approximately \$900,000.00 for daily student transportation plus additional charges for fuel and any repair which exceeds \$500.

The district also has a lease agreement for copy machines which cost approximately \$17,000.00 per month or \$204,000.00 per year.

In September 2010, the Helena-West Helena School District was classified as being in fiscal distress by the State Board of Education. The reasons for the classification were:

- Declining balance determined to jeopardize the fiscal integrity of the school district.
- Material state or federal audit exceptions or violations.

The district three quarter (K-12) student's enrollment average for 2009-2010 school year was 2,315; it was 2,242 for the 2010-2011 school year. This year the district's two quarter K-12 enrollment is 1876. The decrease of revenue for the 2012-2013 school year is projected at \$1,147,086 based on the two quarter average of 1876 thus making it necessary to address the loss in revenue and overstaffing immediately.

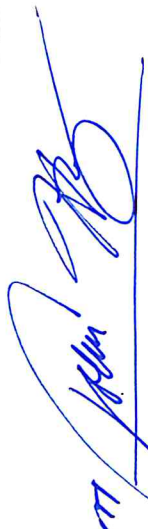
The Helena-West Helena School District because of the Reduction in Force that became necessary during the 2010-2011 and 2011-2012 school years has incurred an unemployment debt of approximately \$375,000.00 which is now due.

A similar amount will be due next year.


Helena-West Helena School District

Fiscal Distress District Improvement Plan

Plan Objective	Responsible Party	Specific Strategy	Board Action	Date Of Action	Funding Sources	Amount Of Net Savings	Objective Met Yes No
Objective 1	Administration	RIF up to thirty (30) staff members	March 2012	April 30, 2012	Teacher Salary Fund and Operating	\$1,191,850.00	X
Objective 2	Administration	Move four (4) teachers from foundation dollars to allowable categorical funds	June 2012	July 1, 2012	Categorical Funds Operating	\$169,400.00	X
Objective 3	Administration	To reduce operating expenditures	March 2012	June 3, 2012 August 2015	Operating Fund	\$60,000	X
Objective 4	Administration	(a) Provide training for needed staff (b) Establish internal controls and increased monitoring of all financial transactions NOTE- The FY 2015 audit had one material finding for internal controls.	March 2012	March 2012 and on-going	N/A	N/A	X
Objective 5	Administration	Refunding of Bonds to generate saving due to the exceptional low interest rates; use the funds generated by the savings to pay for repairs on Miller and Central campus	April 2012	May 1, 2012	Debt Services Funds and Operating Fund	Projected Savings from refunding of bonds: \$625,000 Cost of repairs (Miller and Central) \$615,000 Net Savings: \$10,000	X



 Superintendent



 John Hoy

Date 02-26-2016



Quarterly Report on

Pulaski County Special School District

Prepared for Arkansas House and Senate Education
Committees

April 1, 2016 – June 30, 2016

This report is given in compliance with ACT 1412 of 2013 of the Arkansas General Assembly

Pulaski County Special School District Table of Contents

- Executive Summary
- Release Letter
- District Profile
- Unrestricted Funds Quarterly Report April 1, 2016 – June 30, 2016
 - Summary Report
 - Revenue Report
 - Expenditure Report
- Fiscal Distress Plan

Pulaski County Special School District Executive Summary

Pursuant to Ark. Code Ann. § 6-20-1905, on March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Pulaski County Special School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: Material state or federal audit exceptions or violations.

The Pulaski County Special School District did appeal the fiscal distress identification. On May 16, 2011, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Pulaski County Special School District. The Arkansas Department of Education removed the Pulaski County Special superintendent and school board, and appointed an individual to administratively operate the Pulaski County Special School District under the supervision and approval of the Commissioner of Education.

Pursuant to Ark. Code Ann. § 6-20-1905, on January 19, 2012, the Pulaski County Special School District was identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator: A declining balance determined to jeopardize the fiscal integrity of a school district. The Pulaski County Special School District did not appeal the fiscal distress identification. On February 13, 2012, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, with the additional indicator, pursuant to Ark. Code Ann. § 6-20-1906.

Arkansas law sets forth a clear process for school districts to follow in order to remove themselves from fiscal distress classification. Pursuant to Ark. Code Ann. § 6-20-1908, a school district in fiscal distress may only petition the State Board of Education for removal from fiscal distress status after the Arkansas Department of Education certifies in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress status. The Pulaski County Special School District enacted a fiscal distress improvement plan aimed at correcting all criteria for being classified as in fiscal distress. The plan is attached to this report.

On March 10, 2016, the State Board of Education recommended that the Pulaski County Special School District be removed from Fiscal Distress status and State control.



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

March 10, 2016

State Board
of Education

Toyce Newton
Crossett
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Vice Chair

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Little Rock

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Newport

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Bella Vista

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Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Jerry Guess, Superintendent
Pulaski County Special School District
925 East Dixon Road
Little Rock, Arkansas 72206

Dear Dr. Guess:

This is to confirm the State Board of Education approved the recommendation for the Pulaski County Special School District to be removed from Fiscal Distress status and State control (reconstitution) at the March 10, 2016 meeting. The removal of the District's Fiscal Distress and State control (reconstitution) is effective as of March 10, 2016. After a school board has been elected the Arkansas Department of Education will arrange for the board members to received training. The Pulaski County Special School District is congratulated on this accomplishment. Please maintain a copy of this letter in your district audit file.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Smith".

Mrs. Cynthia (Cindy) Smith
ADE Coordinator, Fiscal Services and Support

CS:ddm

cc: Mr. Johnny Key, Commissioner
Dr. Mark Gotcher, Deputy Commissioner
Mr. Greg Rogers, Assistant Commissioner
Mrs. Kendra Clay, General Counsel

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Pulaski County Special School District
LEA # 6003
Pulaski County

Classified in Fiscal Distress May 16, 2011
 * Additional indicator of a declining balance added on February 13, 2012

Fiscal Distress Indicators and Additional Concerns:

- Material state or federal audit exceptions or violations
- A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2011-12	2012-13	2013-14	2014-15
Superintendent	Jerry Guess	Jerry Guess	Jerry Guess	Jerry Guess
4 QTR ADM	14,392	17,032	16,864	16,469
Assessment	2,468,039,116	2,525,539,079	2,644,995,204	2,736,625,810
Total Mills	41	41	41	41
Total Debt Bond/Non Bond	149,101,780	145,498,672	140,957,717	136,219,025
Per Pupil Expenditures	13,268	10,566	11,115	11,284
Personnel-Non-Fed Licensed FTE	1,318	1,346	1,362	1,273
Personnel-Non-Fed Licensed Clsrm FTE	1,220	1,250	1,265	1,182
Avg Salary-Non-Fed Licensed FTE	58,079	50,795	51,946	52,979
Avg Salary-Non-Fed Licensed Clsrm FTE	55,541	48,215	49,323	50,348
Net Legal Balance (Excl Cat & QZAB)	13,591,944	17,097,470	17,033,527	18,326,684

Total Debt includes Bonded and Non-bonded filed with ADE.
 Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2011-12

- Revised policy specific to board and employee travel
- Revised policy to discontinue the utilization of blanket purchase orders
- Complied with APSCN timelines for bank statement reconciliation
- Revised procedures to segregate purchasing duties within the business division with respect to fixed assets
- Monitored compliance with Board procedures to add competitive bid awards as a regular agenda item
- Segregated accounting duties in payroll to achieve reliable payroll preparation and authorization
- Segregated accounting duties in regard to receipt of funding
- Developed and implemented a district wide overtime policy
- Enforced policy of employees not working past their contracted days without prior written approval
- Developed and implemented a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitored compliance with district policy in regard to voiding of outstanding checks
- Monitored compliance with districts policy in regard to cell phone usage, use of gift cards and credit cards
- Published FBI "Corruption Reporting" email and phone number on the District website
- Established a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit finding
- Demonstrated a "Tone at the Top" approach to financial accountability
- Monitored all expenses to remain within budget
- Accurately projected future revenue for budget purposes
- Supervised and monitored the procedure for proper federal and local employee coding
- Supervised and monitored proper accounts receivable procedures
- Monitored compliance of coding with the Arkansas Financial Accounting Manual
- Supervised and monitored the issuance of manual checks
- Supervised and monitored the proper use of desegregation funding
- Educated employees on fiscal policies and procedures
- Conducted audits through Legislative Audit
- Submitted Fiscal Distress Plan progress statements as a Board action agenda item
- Reduced 77 licensed and classified positions through RIF

2012-13

- Reduced salaries for 2012-13 through attrition
- Reduced teacher salary schedule from 192 to 190 days
- Implemented a new district-wide copier bid
- Revised employee insurance package
- Changed school bell schedule
- Reduced numerous personnel benefits paid above the state minimum
- Restructured debt through a bond refunding with a lower interest rate
- Established numerous new procedures that corrected past audit findings and strengthened fiscal integrity
- Implemented corrective actions pertaining to the FY11 audit findings
- Established a policy for budget adjustments
- Addressing the declining balance and building the legal balance to 10% of Annual Expenditures
- Identify cost reduction related to state desegregation funding

2014-15

- Reversed the declining balance and built the legal balance to 10% of Annual Expenditures

Pulaski County Special School District
LEA # 6003
Pulaski County

Comments:

The District was classified in Fiscal Distress on May 16, 2011. The District began their fifth full year of Fiscal Distress on July 1, 2015.

On June 20, 2011, the Arkansas Department of Education took control of the Pulaski County Special School District.

On June 20, 2011, Superintendent Charles Hopson and the School Board were released from their duties.

Mr. Bobby Lester Sr. served as Interim Superintendent from June 20-30, 2011.

On July 1, 2011, Dr. Jerry Guess was hired as Superintendent.

On October 10, 2011, the PCSSD hired a Certified Public Accountant to fill the vacant Chief Financial Officer position.

On February 13, 2012, the Arkansas State Board of Education added the following indicator to the Districts Fiscal Distress classification:

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

The FY12 Unrestricted Legal Balance includes a non-reoccurring revenue receipt of 15.1 million dollars. Act 871 provides for a one-time adjustment to the local tax revenue received January through June. (previously known as 40% pullback).

On May 13, 2013, the State Board of Education approved the recommendation of the Department of Education to extend the fiscal distress classification, under authority of the state, for the 2013-14 school year and to authorize the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013.

On September 9, 2013 the State Board of Education approved the following individuals to serve on the Community Advisory Board for the Pulaski County Special School District:

Zone 1	Mr. Daniel Thaddeus Gray
Zone 2	Miss Tjuana Cynese Byrd
Zone 3	Mr. Ronald McDaniel
Zone 4	Mrs. Margie Anne Snider
Zone 5	Mrs. Lindsey Pierson Gustafson
Zone 6	Dr. Julian Nevon McMurray
Zone 7	Ms. Susie Porchia Marks

On March 28, 2014, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

The District is currently in the process of addressing the issues related to the desegregation funding.

The District's assessment will be adjusted due to recently identified tax errors.

In September 2014 voters in Jacksonville, AR approved the detachment of the Jacksonville, North Pulaski School District from PCSSD.

On November 13, 2014 the State Board of Education approved the order creating the Jacksonville-North Pulaski School District and appointment of a seven member board. PCSSD is currently in the process of addressing the financial and administrative issues related to the detachment of the newly created district.

In the Legislative Audit December meeting an extension was requested and granted for the FY14 audit. The extension was for 90 days with a completion date of March 31, 2015.

On February 12, 2015, the State Board of Education removed Pulaski County Special School District from the designation of academic distress.

On March 12, 2015, the Arkansas State Board of Education approved the continuation of the Pulaski County Special School District Community Advisory Board and the Arkansas Department of Education's continued overview and governance of the Pulaski County Special School District.

On March 10, 2016, the Arkansas State Board of Education recommended that the Pulaski County Special School District be removed from Fiscal Distress status and State control, upon election and training of school board members.

**Arkansas Department of Education
Pulaski County Special School District
Unrestricted Financial Report**

FY16 as of June 30, 2016*			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>6/30/2016</u>
	Revenue	Expenditures	
18,012,679	179,557,288	164,514,907	33,055,059
FY16 Budget			
Beginning Balance <u>7/1/2015</u>			Projected Balance <u>6/30/2016</u>
	Revenue	Expenditures	
18,012,679	180,782,867	180,567,856	18,227,689
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
16,707,516	181,827,906	180,522,743	18,012,679
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
16,735,979	174,242,842	174,301,843	16,676,978
FY13			
Beginning Balance <u>7/1/2012</u>			Ending Balance <u>6/30/2013</u>
	Revenue	Expenditures	
13,211,766	170,221,316	166,697,103	16,735,979

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

*Prior to Close

**Arkansas Department of Education
Pulaski County Special School District
Unrestricted Financial Revenue Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

626

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	46,078,302	46,807,202	48,974,780	50,518,769	51,309,810	791,041
11120	Property Taxes	41,557,015	43,496,539	46,139,750	47,294,278	48,320,531	1,026,253
11140	Property Taxes - Delinquent	4,863,918	5,455,292	6,334,592	7,945,357	5,369,391	(2,575,966)
11150	Excess Commission	1,576,016	2,063,034	1,806,977	1,806,977	2,047,623	240,646
11160	Land Redemption	672,262	877,171	897,634	977,962	883,573	(94,389)
11400	Penalties and Interest on Taxes	4,362	4,166	3,001	3,454	2,898	(556)
12800	Revenue in Lieu of Taxes	14,545	31,715	192,970	223,060	174,817	(48,243)
13120	Tuition from Summer School	30,270	29,510	34,620	33,224	18,120	(15,104)
13140	Tuition from Day Care	646,486	515,765	546,063	521,304	578,727	57,423
13190	Tuition from Other Programs	5,220	5,390	900	0	0	0
15100	Interest on Investments	107,951	79,235	90,151	90,628	98,486	7,858
15900	Other Earnings on Investments	88	0	0	0	0	0
16910	Pepsi/Coke Fund	0	22,277	16,261	22,277	22,448	171
17400	Fees Charged Students	1,220	0	0	0	0	0
17900	Other Student Activity Revenue	58,228	86,765	108,592	94,597	74,761	(19,836)
19130	LEA Buildings and Facilities	31,361	44,047	214,260	200,148	218,894	18,746
19300	Sales of Supplies and Materials	0	0	0	0	268,215	268,215
19600	Services Provided Other Local Gov Units	0	68,004	133,176	133,176	51,858	(81,318)
19800	Refunds of Prior Year Expenditures	92,308	139,898	319,888	0	184,525	184,525
19900	Misc Revenue from Local Sources	203,859	206,202	192,699	172,362	169,667	(2,695)
19915	District Defined	0	0	0	0	0	0
21200	Severance Tax	9,551	20,325	24,165	24,165	24,186	21
22000	Restricted Grants-in-Aid	200	50,382	1,375	0	0	0
31101	Foundation Funding	42,447,890	44,882,284	43,086,745	40,091,747	39,657,639	(434,108)
31103	98% Tax Collection Rate	959,904	1,566,411	1,062,722	985,185	905,958	(79,227)
31450	Student Growth Funding	1,356,539	0	0	0	0	0

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
31460	Declining Enrollment	0	0	533,907	896,539	1,242,335	345,796
32110	Adult Basic Education	0	0	0	0	0	0
32225	Technology Grant	0	10,000	10,000	15,000	0	(15,000)
32232	Arkansas School Recognition Program	0	26,062	66,629	66,629	139,926	73,297
32250	Pathwise	114,300	126,400	111,900	133,420	91,400	(42,020)
32253	Pathwise Mentor TRAINING	0	4,244	0	5,410	0	(5,410)
32260	AR Game & Fish Commission	0	1,867	1,898	10,042	10,042	0
32290	Other Grants and Aid from the State	0	1,000	0	0	0	0
32310	LEA Special Education Supervisor	69,904	64,232	64,833	78,247	63,691	(14,556)
32314	Special Education Extended School Year	6,660	6,808	10,064	68,571	23,976	(44,595)
32330	Child without Disabilities - Res Treatment	1,171,445	1,293,170	1,277,985	1,293,170	924,000	(369,170)
32340	Child with Disabilities - Res Treatment	1,029,970	1,028,467	1,045,679	1,029,970	774,180	(255,790)
32350	Early Childhood Special Education	608,487	558,193	588,039	631,683	632,464	781
32355	Special Education Cat Loss Funding	468,540	373,905	361,992	361,992	391,715	29,723
32361	Gifted & Talented - Advance Placement	16,300	17,700	29,523	35,516	21,735	(13,781)
32363	AR Advanced Init for Math and Science	0	4,514	0	0	0	0
32412	Project Lead The Way	0	0	76,954	0	0	0
32420	Workforce Cap Equip Grant	0	0	0	0	10,000	10,000
32430	CoordComp Career Ed - Special Needs	15,892	15,142	2,749	3,332	1,491	(1,841)
32470	Traditional Apprenticeship	11,492	12,199	15,685	66,000	13,120	(52,880)
32480	Career New Program Start-up	43,544	65,228	144,789	0	0	0
32611	Coop Distance Learning	0	5,000	0	5,000	0	(5,000)
32612	Ed Cooperative Technology Center	18,092	57,916	0	0	0	0
32710	Arkansas Better Chance (ABC)	3,286,048	3,345,964	3,346,370	3,402,000	3,628,926	226,926
32727	ABC/HIPPY	207,200	224,525	189,875	236,250	0	(236,250)
32755	Smart Start - Literacy Staff Development	0	0	0	0	0	0
32811	Pulaski County Magnet School Revenue	154,167	156,267	0	0	0	0
32812	M-to-M Revenue	11,006,954	10,424,425	0	0	0	0
32813	Magnet & M-to-M Transportation	3,403,958	1,833,811	1,033,737	0	0	0
32814	Teach Retire and Insur - Court Settlement	6,793,588	6,873,210	895,578	0	0	0
32903	District Defined	0	250,000	0	0	0	0
32904	District Defined	0	0	20,804,500	20,804,500	20,804,500	0
32912	General Facilities Funding	69,010	46,007	23,003	0	0	0
32920	AR Game & Fish Com - School-yard Hab	3,036	0	0	0	0	0

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
32931	District Defined	0	0	229,740	0	0	0
32940	District Defined	0	0	6,200	0	0	0
32990	Other Grants and Aid from the State	0	0	0	0	0	0
42500	Impact Aid	296,719	219,018	204,314	204,314	273,388	69,074
51100	Proceeds from Sale of Bonded Indebt	0	0	0	0	68,132	68,132
51500	Installment/Lease Purchase	0	0	0	0	21,000	21,000
51800	Bonded Debt Refunding Savings	0	0	0	0	3,581	3,581
51999	Audit Adjustment	85,175	0	0	0	0	0
52900	Indirect Cost Reimbursement	253,408	423,901	310,642	296,613	0	(296,613)
53100	Sale of Equipment	44,060	94,292	85,374	0	30,505	30,505
53200	Sale of Building and Grounds	0	98,148	0	0	0	0
53400	Comp for Loss of Fixed Assets	312,079	129,614	174,625	0	1,000	1,000
53500	Comp for Loss of Non-Fixed Assets	0	0	0	0	4,055	4,055
56400	Extraordinary Items	13,795	0	0	0	0	0
Total Revenue		170,221,316	174,242,842	181,827,906	180,782,867	179,557,288	(1,225,579)

**Arkansas Department of Education
Pulaski County Special School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

629

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified	58,142,751	59,086,538	56,582,197	55,485,847	55,487,723	(1,875)
61111	Certified	9,158	6,459	6,450	6,091	6,594	(503)
61115	Certified	8,979,976	8,562,286	8,280,230	7,900,631	8,584,285	(683,654)
61117	Certified	497,075	179,101	0	0	0	0
61118	Certified	9,879	2,887	0	0	0	0
61119	Certified	50,332	52,496	50,141	46,757	75,798	(29,041)
61120	Classified	14,423,733	14,077,267	14,423,713	15,800,100	16,074,221	(274,120)
61121	Classified	167,896	77,000	0	0	0	0
61122	Classified	1,859,060	2,047,925	1,981,795	2,229,629	2,013,840	215,789
61123	Classified	265,572	337,019	289,784	297,387	341,541	(44,154)
61124	Classified	38,514	30,744	32,759	26,344	29,329	(2,985)
61125	Classified	1,031,105	1,190,111	1,215,955	1,212,046	1,162,586	49,459
61126	Classified	7,035,223	9,243,685	8,789,400	9,357,760	9,100,260	257,499
61210	Certified	44,516	21,316	48,481	246,598	30,185	216,413
61211	Certified	13,018	20,774	22,659	15,142	11,238	3,903
61220	Classified	762,346	740,356	568,056	518,690	731,967	(213,277)
61320	Classified	50,309	173,317	358,637	343,804	468,546	(124,742)
61321	Classified	19,567	1,415	0	0	0	0
61322	Classified	749	1,216	0	0	0	0
61510	Certified	264,461	2,138,348	1,825,313	1,673,527	1,439,247	234,280
61520	Classified	15,933	1,283,408	569,658	9,030	74,531	(65,501)
61521	Classified	400	0	0	0	0	0
61522	Classified	1,021,833	690,172	575,483	551,836	36,410	515,425
61610	Certified	10,546	600	1,698	1,660	1,189	472

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
61620	Classified	0	0	1,382	1,382	15,859	(14,477)
61710	Certified	1,622,441	354,164	424,109	113,239	397,312	(284,073)
61720	Classified	462,582	266,420	222,581	30,456	207,172	(176,716)
61810	Certified Unused Sick Leave	86,124	66,320	113,246	0	0	0
61811	Certified Unused Sick Leave	18,713	8,288	16,160	0	0	0
61819	Unused Sick Leave	0	0	0	0	197,720	(197,720)
61820	Classified - Unused Sick Leave	171,335	107,344	154,803	0	0	0
61829	Class Unused Sick Leave	0	0	0	0	134,819	(134,819)
61830	Certified Unused Vacation Leave	0	47,757	55,703	260,092	0	260,092
61839	Cert Unused Vacation Leave	0	0	0	0	63,681	(63,681)
61840	Classified Unused Vacation Leave	0	37,122	50,681	45,220	0	45,220
61849	Un-Vac	0	0	0	0	99,862	(99,862)
61910	Severance Certified	30,583	0	0	0	0	0
61920	Severance Classisied	0	0	0	0	0	0
61960	Unused Vacation CRT	9,999	0	0	0	0	0
61961	Unused Vacation CLS	50,851	0	0	0	0	0
62110	Certified	0	0	0	0	0	0
62112	Certified	0	82,162	317,281	357,422	326,545	30,877
62113	Certified	0	10,824	30,515	14,654	13,372	1,282
62114	Certified	0	45,073	197,729	297,453	286,811	10,641
62115	Certified	0	25,600	103,494	116,648	112,219	4,429
62116	Certified	0	5,293	19,811	20,149	19,393	755
62117	Certified	0	15,515	36,294	12	0	12
62120	Classified	9,103	0	0	0	0	0
62122	Classified	0	37,760	221,245	256,063	238,790	17,273
62123	Classified	0	4,957	22,448	10,430	9,743	686
62124	Classified	0	17,112	73,720	122,791	117,249	5,543
62125	Classified	0	7,198	42,741	61,217	58,048	3,169
62126	Classified	0	2,398	13,533	14,777	13,855	922
62127	District Defined	0	7,035	28,168	2	0	2
62210	Certified	4,056,354	4,144,832	3,997,300	4,090,410	3,928,131	162,279
62220	Classified	1,740,628	1,816,032	1,770,445	1,920,065	1,845,346	74,719
62260	Certified	950,555	971,433	936,435	958,368	920,240	38,128

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
62270	Classified	407,707	425,508	414,553	449,524	431,851	17,673
62310	Certified	9,486,246	9,795,890	9,362,876	9,237,269	9,207,046	30,223
62320	Classified	4,045,818	4,229,406	4,062,419	4,281,384	4,267,540	13,844
62510	Certified	226,566	62,794	71,037	80,000	80,020	(20)
62520	Classified	226,566	62,794	71,037	80,000	80,020	(20)
62610	Certified	133,148	130,011	131,456	129,341	129,228	114
62620	Classified	254,791	276,759	248,760	254,412	253,727	685
62710	Certified	3,129,190	3,108,884	2,716,369	2,877,229	2,885,812	(8,583)
62711	Certified	0	0	56,587	90,428	96,207	(5,779)
62712	Certified	333,035	272,104	0	0	0	0
62713	Certified	44,131	35,588	0	0	0	0
62714	Certified	110,831	118,294	0	0	0	0
62715	Certified	111,418	86,533	0	0	0	0
62716	Certified	21,747	17,574	0	0	0	0
62717	Certified	0	13,775	0	0	0	0
62720	Classified	1,954,987	1,995,526	1,623,630	1,809,882	1,668,452	141,430
62721	Classified	7,618	3,676	25,324	46,908	44,342	2,566
62722	Classified	241,293	216,864	0	0	0	0
62723	Classified	31,845	28,152	0	0	0	0
62724	Classified	39,645	46,905	0	0	0	0
62725	Classified	39,615	34,549	0	0	0	0
62726	Classified	15,397	13,506	0	0	0	0
62727	Classified	0	11,431	0	0	0	0
62820	Classisified	18,707	16,145	14,587	14,742	17,788	(3,047)
62911	Certified	0	0	5	0	0	0
62921	Classified	76	0	0	0	0	0
Salaries & Benefits Totals		124,803,595	129,047,743	123,270,871	123,764,846	123,837,690	(72,844)
63110	Staff Service	16,470	16,470	17,294	20,500	19,609	891
63111	Staff Service	16,419	0	0	0	0	0
63210	Instruction Services	80,236	46,885	98,920	166,185	47,421	118,764
63220	Sub Teachers Purchased Service	0	2,284,686	2,408,379	3,177,294	2,012,416	1,164,878
63230	Consulting - Educational	7,700	6,300	65,510	114,505	37,698	76,808
63240	Student Assessment	0	3,000	0	0	0	0

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
63310	Certified	34,458	36,907	32,189	50,051	32,752	17,299
63320	Classified	24,548	24,063	42,961	118,277	64,218	54,059
63410	Pupil Services	24,500	201,029	3,292,281	3,486,749	3,395,347	91,403
63420	Engineering or Facilities Coordinator	0	0	0	0	0	0
63430	Accounting	15,500	7,500	96,545	100,000	37,475	62,525
63431	Financial Audits (function 2317 only)	0	0	0	0	0	0
63441	Legal-Litigation Defense of District	55,849	509,400	727,088	654,383	598,891	55,492
63445	Legal-Research and Opinions	332,472	38,224	46,298	69,617	63,146	6,471
63450	Medical	0	1,080	250	1,800	141	1,659
63460	Information Technology	58,412	0	0	0	0	0
63470	Architectural	0	225	0	20,000	19,968	33
63490	Other Professional Services	92,115	101,610	196,061	343,654	448,517	(104,863)
63530	Software Maintenance & Support	2,170	121,345	176,680	322,291	236,876	85,416
63590	Other Technical Services	60,715	159,881	74,361	89,364	69,066	20,298
63900	Other Prof and Tech Services	570,110	796,526	827,845	998,789	859,084	139,705
64110	Water/Sewer	432,453	480,750	374,130	354,126	354,822	(696)
64210	Disposal/Sanitation	297,329	297,850	271,772	308,400	252,330	56,070
64230	Custodial	5,144	198,789	474,277	427,500	415,948	11,552
64240	Lawn Care	333,470	591,074	590,153	642,386	628,466	13,920
64310	Non-Tech-Related Repairs and Maint	1,865,948	1,329,417	1,691,422	1,315,165	1,054,183	260,983
64312	Non-Tech-Related Repairs and Maint	6,092	76,457	21,525	28,059	22,357	5,701
64320	Tech-Related Repairs and Maint	85,797	67,081	57,232	55,958	31,398	24,560
64410	Rental of Land and Buildings	127,500	75,097	82,446	171,675	131,920	39,754
64420	Rental of Equipment and Vehicles	699,750	878,280	926,705	804,903	736,670	68,234
64430	Rental of Comp and Related Equip	0	0	0	0	0	0
64500	Construction Services	117,807	450,559	568,708	2,703,908	1,823,190	880,718
64900	Other Purchased Property Services	58,898	42,979	45,788	62,189	50,063	12,126
65000	Other Purchased Services	0	0	0	0	0	0
65190	Student Trans Purchased	1,500	3,028	500	14,584	3,984	10,600
65210	Property Insurance	1,328,939	1,738,492	1,669,344	1,670,327	1,459,444	210,883
65240	Fleet Insurance	234,946	265,116	300,430	300,430	172,869	127,561
65250	Accident Insurance	79,427	86,556	75,903	75,903	73,626	2,277
65290	Other Insurance	105,208	48,619	31,421	46,375	15,458	30,917

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
65300	Communications	0	0	0	0	0	0
65310	Telephone	334,267	215,373	339,397	231,796	203,404	28,393
65320	Postage	49,148	52,725	75,060	61,000	50,060	10,940
65330	Networking/Internet Services	203,995	52,965	107,945	57,199	1,176,586	(1,119,387)
65331	Broadband	120,889	251,701	258,199	22,371	63,894	(41,522)
65400	Advertising	95,905	114,274	98,683	130,417	76,745	53,672
65500	Printing and Binding	44,533	38,945	46,005	85,373	44,136	41,236
65610	Tuition to Other LEA within the State	3,032,007	2,920,059	2,032,046	2,000,000	712,480	1,287,520
65640	Ed Intermediate Agency	2,293,387	2,553,634	2,716,846	2,515,227	2,523,869	(8,642)
65650	Ed Intermediate Agency outside State	0	9,438	6,720	137,286	0	137,286
65810	Certified	34,658	48,003	46,855	66,724	48,787	17,937
65820	Classified	15,001	29,174	28,002	41,816	35,758	6,058
65830	Out of District Certified	18,105	14,933	18,059	45,710	34,569	11,142
65840	Out of District Classified	7,721	3,529	11,894	18,539	15,075	3,464
65850	Out of State Certified	14,703	17,062	4,190	11,076	5,725	5,351
65860	Out of State Classified	4,497	5,865	8,137	21,483	13,596	7,887
65870	Non-Employee	24,823	2,500	2,344	23,874	14,496	9,378
65871	Non-Employee	1,845	1,795	905	19,749	18,062	1,687
65880	Meals	310	69	0	100	57	43
65890	Lodging	2,051	1,265	8,213	400	1,541	(1,141)
65900	Miscellaneous Purchased Services	152,037	8,450	23,850	14,685	21,787	(7,102)
65910	Services Purch from LEA in State	62,450	130,363	39,694	174,462	128,800	45,662
66100	General Supplies and Materials	2,459,103	2,402,438	2,590,401	5,905,884	2,605,512	3,300,372
66101	Custodial Supplies	281,214	335,601	361,485	311,055	337,827	(26,771)
66105	Norm Referenced Testing	3,090	2,366	1,237	370	177	193
66107	Low Value Equip Supplies	78,909	89,171	10,766	17,134	7,571	9,564
66108	Furniture	0	105,148	67,240	339,414	280,373	59,042
66110	Other General Supplies	300,623	331,720	318,237	400,261	288,833	111,428
66111	Other General Supplies	941	276	168	519	551	(32)
66112	Other General Supplies	182	0	0	0	0	0
66210	Natural Gas	400,068	471,210	435,794	463,443	229,909	233,534
66220	Electricity	1,926,369	2,047,084	2,132,171	2,100,840	1,939,867	160,973
66240	Oil	28,114	32,115	17,376	24,534	16,777	7,757

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
66260	Gasoline	2,108,800	2,155,393	1,367,599	941,471	865,857	75,614
66300	Food	18,154	32,383	25,612	26,992	18,376	8,616
66400	Books and Periodicals	0	0	0	0	0	0
66410	Textbooks	1,005,339	713,713	133,343	335,920	239,854	96,066
66411	eTextbooks	0	1,215	19,974	17,305	0	17,305
66420	Library Books	116,735	125,807	133,191	144,395	129,612	14,783
66421	E-books	0	0	0	1,158	1,158	0
66430	Periodicals	6,438	9,132	6,519	8,128	4,026	4,102
66440	Audiovisual Materials	23,501	22,175	17,172	14,716	12,777	1,939
66500	Technology Supplies	0	12,071	0	8,000	2,400	5,600
66510	Software	13,221	27,818	23,042	46,074	137,040	(90,965)
66512	Tablet computers	0	2,172	47,013	484,900	9,146	475,754
66520	Other	6,757	0	0	0	0	0
66527	Low Value Equip Tec Supplies	334,818	628,116	561,354	319,277	154,872	164,405
66600	Building Materials	143	0	0	75,500	0	75,500
66700	Warehouse Inventory Adjustment	184,485	12,053	0	0	5,369	(5,369)
66900	Other Supplies and Materials	250	1,105	0	135	0	135
66910	Tires and Tubes	154,641	118,759	119,408	117,387	109,882	7,505
67100	Land and Land Improvements	0	0	0	0	0	0
67200	Buildings	0	64,342	0	0	0	0
67300	Equipment	0	0	0	0	0	0
67310	Machinery	7,518	13,175	0	16,939	4,854	12,085
67320	Vehicles	2,083,060	2,003,426	2,352,028	1,942,865	1,942,840	25
67330	Furniture and Fixtures	3,631	36,769	3,182	19,211	9,788	9,423
67340	Technology Related Hardware	1,025,963	685,462	305,568	384,855	476,141	(91,287)
67341	Tablet computers	0	0	4,722	0	0	0
67350	Technology Software	14,155	15,529	283,945	197,522	181,818	15,705
67390	Other Equipment	577,444	729,064	476,626	485,103	382,161	102,941
68100	Dues and Fees	80,771	83,849	90,947	132,455	167,781	(35,326)
68200	Judgments against the LEA	875,000	0	0	0	0	0
68300	Interest	5,718,410	5,796,290	5,662,252	5,639,352	5,663,261	(23,909)
68600	Penalties and Interest	13,665	346	3,924	0	1,115	(1,115)
68820	Improvement Tax	0	1,359	0	0	0	0

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 6/30/2016	Variance in FY16 Budget and FY16 YTD
68830	Property Tax	41,064	19,825	20,861	20,000	21,400	(1,400)
68900	Miscellaneous Expenditures	12,170	8,973	80,419	(22,623)	294,811	(317,434)
68910	Miscellaneous Expenditures	0	3,350	8,609	0	0	0
68999	Allocated Charges	(1,433)	(20,222)	0	0	0	0
69100	Redemption of Principal	3,639,204	4,039,432	4,236,674	3,910,000	3,774,703	135,297
69330	Transfer to Building Fund	4,306,174	3,384,223	13,262,063	6,884,858	0	6,884,858
69380	Transfer to Food Service Fund	360,602	1,059,513	744,614	693,021	0	693,021
69400	Program Funding Return	0	97,063	104,826	0	0	0
69410	Refund to ADE - ARVA Students	0	95,895	0	0	0	0
69500	Transits (Flow-Through Money)	0	0	64,051	0	0	0
Other Expenditure Totals		41,893,508	45,254,099	57,251,873	56,803,010	40,677,217	16,125,793
		166,697,103	174,301,843	180,522,743	180,567,856	164,514,907	16,052,949

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012
Progress Report – October 2015

School District: Pulaski County Special School District

Superintendent: Dr. Jerry Guess

Phone Number: (501) 234-2001

PART A. NARRATIVE OVERVIEW OF DISTRICT

Narrative Contained in Original Fiscal Distress Improvement Plan, May 26, 2011:

The Pulaski County Special School District (PCSSD) was established in 1927 by an act of the Arkansas Legislature joining 38 independent school districts into a “special school district”: Now the second largest in the state after the Little Rock School District, the PCSSD is among the 500 largest in the United States. The district contains nearly 750 square miles. PCSSD enrolls students from Little Rock, North Little Rock, Sherwood, Jacksonville, Scott, McAlmont, Maumelle, Woodson, Sweet Home, College Station and Wrightsville.

In Partnership with ADE, in 2009-10, the District completed a financial data system conversion to the Arkansas Public School Network System (APSCN) where the District’s entire financial database is hosted by the State. APSCN provides a system of transparency and accountability for local, state and federal funds. During the 2010-11 school year, the district transitioned to a student information system, eSchoolPLUS, as part of a statewide deployment by ADE. This student information system will manage all student data by providing accurate, real-time, and accessible student data.

More than 1,450 certified staff and 1,650 support staff are employed by the District. PCSSD is currently operating under a court ordered desegregation plan.

The Pulaski County Special School District is comprised of one Pre-K center, 24 elementary schools, two stand-alone alternative learning environments, six middle schools and six high schools. All secondary schools are North Central accredited. PCSSD schools are fully accredited by the state of Arkansas. Nothing in this plan will violate the Standards of Accreditation.

During the current school year, the District participated in discussions with the North Central Accrediting Association and is making the commitment to become fully accredited district wide. PCSSD embarked on the development of a comprehensive district-wide strategic plan along with an ambitious facilities renovation and rebuilding plan, Vision 2020, both of which are planned to be implemented in the 2011-12 school year.

Narrative Added with February 23, 2012, Revised Plan:

On May 16, 2011, the Arkansas State Board of Education classified PCSSD as a school district in fiscal distress on the basis of material state or federal audit exceptions or violations. On January 19, 2012, the Arkansas Department of Education identified PCSSD as being a school district in fiscal distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district and recommended that the State Board of Education classify PCSSD as being in Fiscal Distress based on this additional indicator. On February 13, 2012, the State Board of Education accepted the recommendation of the Department of Education and classified PCSSD as being in Fiscal Distress on the basis of a declining balance determined to jeopardize the fiscal integrity of the school district. Therefore, the district has added additional objectives to its Fiscal Distress Financial Improvement Plan. The additional objectives begin with number thirty-six (36).

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Narrative Added with April 2012 Revised Plan:

Objectives 36-39 submitted February 23, 2012, dealt in general terms with district plans to address the declining balance the State Board of Education determined as an additional indicator of fiscal distress. Those four objectives have been replaced with a new objective 36 that provides several specific strategies for solving the declining balance problem. Objective 37 relates to the probability of the district losing state desegregation revenue. Objective 38 explains a recent bond refunding that will generate interest savings to be used for academic facilities improvements. Objective 39 provides the strategies for correcting audit findings contained in the financial audit for the fiscal year ended June 30, 2011.

Introduction and Summary

1. The District has unsuccessfully negotiated with the bargaining groups for certified staff and non-certified staff. A stalemate has been reached in these negotiations.
2. A healthy budget conforming to State law requirements cannot be attained unless the stalemate with the unions is broken. Some force or authority must emerge to break the stalemate or otherwise remove this impediment toward the District's ability to comply with State law in fiscal matters. Objective 36 contains specific strategies for reducing cost for the purpose of reversing the district's declining balance. If the cost reduction requires a change to the union agreement we elected to operate under during the 2011-12 school year, the amount of net savings is followed by "PNA" (Professional Negotiations Agreement). If the stalemate with the union cannot be broken, the PNAs should not be followed in 2012-13, should be formally voided and be replaced with board approved personnel policies. Those policies will allow the administration to manage the district and direct personnel with the understanding that decisions will be made reasonably, without discrimination, and consistent with the law.
3. The District has otherwise identified unilateral cuts and expenditure reductions it can make without agreement of the unions to help restore fund balances and begin the process of returning to a sound financial footing.
4. The District must identify ways to generate revenue for facilities funding if it is to ever attain unitary status and extricate itself from federal court supervision.
5. The District continues to believe that a comprehensive settlement of the 1989 Desegregation Agreement is the most effective and efficient means to exit from fiscal distress and welcomes the resumption of meaningful settlement negotiations.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Background

Fiscal Distress Status. On May 16, 2011, the District was classified by the State Board of Education as a District in fiscal distress. The reasons cited for the classification were:

- Material state or federal audit exceptions or violations.

The District completed a Fiscal Distress Improvement Plan and submitted it to the Department on May 26, 2011. That plan includes corrective actions for the material state and federal audit exceptions and violations and is currently being implemented. Additional actions may be needed following the completion of the 2010-2011 financial audit being conducted by the Arkansas Division of Legislative Audit. The audit was incomplete as of the date of this submission.

A January 19, 2012, letter from Kathleen Crain, Interim Assistant Commissioner, Fiscal and Administrative Services, Arkansas Department of Education, provided notice that an additional indicator of fiscal distress had been identified:

- A declining balance determined to jeopardize the fiscal integrity of a school district.
(Ark. Code Ann. §6-20-1904(a)(1)(A))

This additional indicator was based upon a joint review of the District's finances by the Department and the District, and the administration of the District agreed with this determination. A balance decline of \$5,500,000.00 was identified for the 2010-2011 school year.

In communications with its membership, the union leadership seeks to blame this fund balance decline on the current administration. However, this balance decline was identified for the 2010-2011 school year. Dr. Guess took over the reins of the District on July 1, 2011 or the beginning of the 2011-2012 school year. The other administrators and consultants identified by the union leadership were not hired until later in the 2011-2012 school year.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Steps Taken to Date

Act 871 provided some time for the District to carefully consider cost-cutting measures that will be necessary in 2012-2013 to balance the budget. That act provides for a one-time adjustment to the 40% pull-back in local tax revenue. This results in a one-time advancement of revenue to the District of \$15.1 million. This is not recurring revenue. Unfortunately, the union leadership has taken the position in communications with its membership that the \$15.1 million will cure the District's fiscal woes and restore healthy fund balances. Disappointingly, the union leadership fails to inform its members that this is non-recurring revenue and, therefore, its loss has a dramatic impact upon the budget for 2012-2013 and beyond.

The District believes there is a need to make significant changes. Approximately 80% of the district's budget relates to personnel cost, and no significant cost savings can occur without an effect on personnel. Beginning this year, all vacant positions are carefully evaluated before being filled. This has resulted in the reduction of 28.6 positions since the end of the 2010-2011 school year. At the same time, all areas of the organization are being reviewed to implement a Reduction in Force for 2012-2013. It is necessary to revise parts of the negotiated agreements with the Pulaski Association of Classroom Teachers (PACT) and the Pulaski Association of Support Staff (PASS) to reduce personnel costs.

Any modifications to the 1989 Desegregation Settlement Agreement also have the potential to significantly impact the financial future of the District. The State filed a motion on March 26, 2012 to immediately end funding flowing from the Settlement Agreement. The response of all three Pulaski Districts is due April 30, 2012.

The District currently receives approximately \$20,000,000.00 each year that the state classifies as desegregation related revenue. About half of these funds are in support of the Majority to Minority (M-to-M) Transfer Program and are in lieu of foundation funding. If the M-to-M program ends, the District would lose the differential between the \$10,000,000.00 of M-to-M funding it currently receives but would gain \$6,000,000.00 of foundation funding it currently does not receive for a net loss of \$4,000,000.00. The District also received about \$2,300,000.00 million for transportation related to M-to-M and Magnet School transportation. If those programs end, the transportation cost savings should be equal to the revenue loss. However, there is another \$7,300,000.00 of court awarded state revenue awarded because of the District's higher cost for employee health insurance and retirement. These funds allow the District to pay significantly more toward employee health insurance premiums than is required by law. If this funding ends, a significant reduction in the District's contribution toward health insurance may be necessary.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Due to the discovery of declining balances and the need to plan for the eventual loss of state desegregation funding, the District is including the following additional objectives in its Fiscal Distress Improvement Plan to help build an adequate fund balance and operate within its means:

- Held discussions with representatives of PACT to lower personnel costs required by the Professional Negotiations Agreement between the District and PACT.
- Held discussions with representatives of PASS to lower personnel costs required by the Professional Negotiations Agreement between the District and PASS.
- Lower operating costs for the 2011-2012 school year.
- Lower operating costs for the 2012-2013 school year.

The District has made numerous other changes this year that range from bidding new contracts for copiers to purposely not replacing employees who left if their services could be absorbed in reasonable ways. We have trimmed budgets in communications, learning services, technology, fringe benefits and maintenance. We will change bell schedules for 2012-13, change middle school schedules from eight periods to seven, examine very carefully secondary schedules for increased efficiencies, and more efficiently staff programs and services. We are working to identify by subject area or job classification specific positions to reduce. We understand that reduction means loss of jobs, but we are optimistic that because typically an average of 125 employees retire or resign, many reductions will take place through attrition.

The Status of Negotiations with PACT and PASS

The administration and the union leaders never attempted to resolve the question of whether the existing union contracts were void or voidable. There were two reasons this was not necessary. First, the ADE decided early on the District would observe the language and economics of the union agreements for the 2011-12 school year; second, ADE was willing for the District to negotiate new contracts with PACT and PASS. However, the *sine qua non* for the new contracts would be that they would (1) substantially reform the language in the old agreements that hamstrung the superintendent's ability to manage the district; and (2) achieve the economic reforms necessary to balance the budget for 2012-13. The administration tried both outside and within negotiations to convince the unions this was a "win/win" situation. On the one hand, the administration would gain the freedom to manage the district, as well as the economic relief necessary to balance the budget. On the other hand, once fiscal distress was ended, the unions would still be in place as the exclusive bargaining representatives of the employees with certified and classified contracts, and its dues check-off and other union security language intact. The administration has not succeeded in convincing the unions this is a "win/win" situation for the District and the unions.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The essence of the parties' starting positions in negotiations was: (1) The District proposed deleting all restrictive language from the agreements to be replaced by general management discretion. That discretion would be restricted by providing that the administration could not act unreasonably, in a discriminatory manner, or contrary to law. An employee believing an administration action was unreasonable, discriminatory, or illegal, would have access to the grievance procedure to challenge the administration action. (2) On economics, the District proposed \$7,000,000.00 in savings and the unions *status quo* or zero savings. The unions never agreed to bargain on the language changes, thought it did "discuss" some changes. The unions did move some on economics in the meetings. However, the parties have now clearly reached a stalemate. The union leadership refuses to move, and the District cannot move further. In short, in several meetings over a month the district reduced its proposal for annual savings by almost \$3,000,000.00, while the union agreed to cut perhaps \$700,000.00 out of a needed \$4,200,000.00. At that point the mediator suggested adjournment, and the parties agreed, but not before the union representative stated in the strongest possible terms that the unions would not discuss, much less agree to, any changes in the PACT/PASS agreements. The mediators asked the District if it would agree to meet again. The District agreed, with the qualification that the mediators satisfy themselves that the union was, in fact, willing to move substantially toward the District on economics. The mediators called, said they were so satisfied, and the District agreed to meet. The parties met. The union leadership made no move.

The district needs to identify reductions in expenses equal to \$11,000,000.00 for next year. In addition, we need to make changes to the daily operation of the district that will require that both PNAs be replaced by new contracts, or voided and replaced by personnel policies and state law. We identified savings of about \$7,000,000.00 and worked to identify contract concessions of about \$7,000,000.00 that could be considered. Property tax collections during calendar year 2011 have come in about \$2,000,000.00 more than budgeted. We expect spring tax collections to also exceed budget, but we cannot be certain of that. We have reduced our needed savings to about \$4,200,000.00 for the 2012-13 school year. During talks with PACT/PASS, we have taken some items out of current consideration. Among those are the bonus for National Board Certification, longevity pay and reducing bus driver aides by one-half. We have insisted that savings are needed, are based on defensible calculations, must be identified and must be realized.

The District has asked for meaningful suggestions from PACT/PASS. Union leadership has offered to propose no raises in salary or fringe benefits for next year. They propose to freeze professional growth increments for next year only, which would amount to \$1,400,000.00. The administration noted throughout the process that it was using the 2011-12 expenditure budget as its baseline and was adding and subtracting from that number to project 2012-13 expenditures. This \$1,400,000.00 was not shown as an added cost in the administration's projections. Therefore, forgoing that cost does not decrease the projected costs nor increase the projected ending legal balance. That is not a true savings from this year's expenses, but is an anticipated expense in next year's budget based on expected movement as professional growth classes would affect each employee's placement on the salary schedule. The union leadership has further proposed reducing all 12-month contracts (244 days) to 190 days. It is not reasonable to assume that the district could operate successfully with reductions of 54 days in those contracts. Twelve-month contracts have been reduced here by 17 days to address past fiscal distress. There are 17 "cut days" listed in the calendar as a result of cost saving efforts in the past that have affected those contracts. The union officials have further "identified" savings of \$1,000,000.00 in district office, administration and operations changes. Those are savings that we have also identified and are planning to make.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The Bottom Line

The District needs to reduce expenditures to State minimum standards to survive financially. The union leadership will not agree. This road block to realizing and constructing a budget for 2012-2013 that is acceptable to the State and conforms to state law must be removed.

Facilities

The District currently lacks the revenue to support all of the facilities projects that need to be completed. However, the District has managed to infuse its building fund with \$8,000,000 million, which is available for immediate-needs projects to ultimately make its most needy facilities safe, warm, and dry. That work will start immediately.

The District also recently successfully completed a refunding of bonds from 2004. This refunding will generate savings of approximately \$2.5 million over the 23-year remaining life of the bonds with most of the savings occurring over the next five years. Stated another way, this will “free up” approximately \$500,000 a year in interest savings that can also be dedicated to facilities projects during the next five years.

It is important that the readers of this Plan understand an additional factor that retards the District’s ability to finish its facilities task. The partnership share is determined in part by a school district’s local wealth per student. That in turn is a function of the District’s enrollment divided into its local tax base. Because the PCSSD has steadily lost enrollment over the past decade, its local wealth per student has been rising to artificially high levels. In other words, on paper, the District appears to be somewhat wealthy when in fact it is a district in double fiscal distress.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The artificial increase in the local wealth per student is a function of enrollment decline. The enrollment decline is exacerbated by the proliferation of charter schools and the election of PCSSD students to attend those schools. For instance, from 2009 through the first semester of 2012, 311 students withdrew from PCSSD schools to attend Lighthouse Academy in Jacksonville. At least 66 students have withdrawn from Maumelle area schools to attend Academics Plus Charter School, during the same period of time. No doubt greater numbers transferred in earlier years. Also, at least 70 students have withdrawn from Sherwood area schools to attend LISA Academy schools the last three years.

The enrollment decline began long before charter schools proliferated and was fueled among other reasons by patrons' desires to avoid integrated schools, other desegregation requirements, elections to attend private schools, to home school or simply not relocate or locate in the Pulaski County Special School District.

All of this results or contributes to a substantial reduction in the State's contribution to facilities construction and remodeling in PCSSD and also results in reductions in State aid to PCSSD.

Whatever the State can do to help the PCSSD reverse its enrollment decline will directly and positively impact the PCSSD's ability to attain unitary status in the critical area of facilities.

If the State has suggestions for accelerating the District's ability to become unitary in the area of facilities (understanding that the ADE is currently assisting the PCSSD's efforts toward attaining this status), then those suggestions are welcome whether they take the form of loans (of which the State is now in a position to guarantee repayment in the future), guaranties, or other devices, such as the State building facilities and leasing them back to the PCSSD at attractive rates.

The Potential for a Comprehensive Settlement

With the State's pending motion to terminate funding, the PCSSD is optimistic that this development might reopen stalled settlement discussions. In the meantime, because it is a district in double fiscal distress, the PCSSD has no fiscal choice but to oppose the current motion which seeks an immediate, rather than phased, end to these three categories of State revenue.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

The PCSSD has always been willing to settle these issues. The PCSSD remains willing to settle these issues, but settlement necessarily must include a reasonable phase-out of the current funding in a way that allows the PCSSD or a newly reconstituted PCSSD to attain financial stability and long-term fiscal health.

All parties, including the State, must acknowledge and work toward not only a reasonable phase-out of the revenue but reasonable and sensible adjustments to the expense side of the equation. This necessarily impacts the Majority to Minority transfer program expenses as well as the stipulation Magnet school expenses. Stated another way, it is only half a loaf to propose a reasonable phase-out of revenues; corresponding reductions on the expenditure side have to occur to make any phase-out proposal meaningful. The PCSSD simply totally lacks the resources to continue to fund the M to M program or the Magnet program without the current sums received from the State.

It will take the concerted effort of all stakeholders to accomplish such a task, but the PCSSD is ready to be a leader in that regard. Perhaps the effort should be approached in segments, such as concentrating first on the M to M program adjustments or elimination, rather than seeking to tackle all of the revenue and expenditure parameters simultaneously.

Particularly problematic is the issue of sums received from the State for teacher retirement and health insurance. These revenues were not part of the original 1989 settlement agreement. Rather, they were awarded by the court presiding in the desegregation case as a judgment against the State for violating the 1989 settlement agreement. While the State claims changed circumstances to terminate all State funding, the fact is that it has not pled or described any changed circumstances justifying the elimination of teacher retirement or health insurance funding. It is a substantial sum of money to the PCSSD, and the District respectfully submits to the State authority that if litigation is inevitable and settlement an impossibility, this aspect of the current State funding may prove the most difficult and problematic for the State to escape.

Again, despite this, the PCSSD is ready, willing, and able to discuss a reasonable settlement agreement, one that provides a reasonable phase-out of revenues at least corresponding to a phase-out of corresponding expenditures.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update: March 6, 2013

Material State and Federal Audit Findings

As of March 6, 2013, the audit report is still under review by the Arkansas Division of Legislative Audit. The report is expected to be published by March 31, 2013.

Declining Balance

Following the May 16, 2011, State Board of Education Meeting in which the district was classified as being in Fiscal Distress for “material state or federal audit exceptions or violations”, the district reported a declining legal balance for the fiscal year ending June 30, 2011. According to the Annual Financial Report the district submitted to the Arkansas Department of Education, the district’s legal balance decreased from \$9,516,856 to \$4,087,687 during the 2010-2011 school year. In addition, the district failed to accurately record an expenditure of \$689,855 for workers compensation insurance. With that expenditure added, the district’s legal balance decreased by \$6,119,024. Therefore at its February 2012 meeting, the State Board of Education added the indicator “a declining balance determined to jeopardize the fiscal integrity of a school district” to the fiscal distress status of the school district.

The district’s 2012-2013 budget provides for an increase of approximately \$500,000 to its Legal Fund Balance. It also includes approximately \$2M budgeted for the replacement of school buses. The district had not had a systematic bus replacement plan. With a fleet of 330 buses it is necessary to purchase 25-30 per year in order to maintain an average bus age of 12 years. As of March 6, 2013, the administration believes it is on track to achieve the budgeted ending Legal Balance of \$14.7M. This does include the one-time increase of \$15.1M to fund balance that occurred during the 2011-2012 school year due to Act 871 of 2011. (See “Steps Taken to Date” on page 4 above.) If property tax collections between March and June of 2013 match the amount budgeted, the district’s declining balance trend should be corrected. However, the district will still be short of its stated objective of having a Legal Balance equal to 10% of annual expenditures. Also, as explained below under “Union Contracts” and under “Desegregation Settlement” there is some pending litigation with some major financial ramifications. The outcome of that litigation is not likely to be known until after the completion of the 2013-2014 budget.

Facilities

The district maintains approximately 3.6M square feet of facilities spread over 730 square miles. The facilities vary in age and condition and the district has been unable to devote sufficient resources to bring many of these facilities up to an acceptable state of condition. Prior to the 2009-2010 school year, the district had made several year-end transfers from its Operating Fund to its Building Fund for the purpose of making facility improvements. After recently spending approximately \$7.4M of the Building Fund on a wide-range of projects that addressed “warm, safe and dry” issues, the Building Fund now has a balance of \$9.5M. Of this amount, \$3.7 million was derived from the legally required transfer of bond refund savings and the remainder was from a 2008-2009 transfer from the district’s Operating Fund.

The administration has identified \$4.1M of additional high priority “warm, safe and dry” issues and plans to begin those projects soon. The administration is also considering the refunding of two more bond issues (refinance at lower interest rate) that are expected to provide the Building Fund with another \$9M over the next three years. Once these funds are expended, there will be no recurring revenue stream for Building Fund projects without a complete restructuring and extending of all debt and/or a debt service millage increase. Because of the district’s negligible Facilities Wealth Index, the district qualifies for very little State Partnership Funding for facility additions and improvements. (See previous discussion of Facilities above.)

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Union Contracts

PACT and PASS have filed a notice of appeal from the dismissal of their claims against the State. The record in the case has not yet been lodged with the appellate court, but when it is the court will establish a briefing schedule for the appeal. If the district is required to reinstitute the union contracts retro-actively to the 2012-2013 school year, the district would be obligated to pay approximately \$4M more in personnel cost for that year. It would also be required to budget an additional \$5.7M for 2013-2014 and an additional \$6.7M for 2014-2015.

Desegregation Settlement

The District has proposed a hearing schedule for August and September, 2013. The district court is being asked to separately take up the district's unitary status in special education, one race classes, secondary gifted and talented and staff and personnel. An order addressing the proposed hearing schedule is expected in the near future.

The district submitted a comprehensive status report on February 1, 2013 addressing progress within and tasks remaining to be accomplished in the nine areas remaining for compliance with Plan 2000, its desegregation plan.

The district earlier submitted a response to the state motion to terminate desegregation funding by opposing it, but suggesting that if the court felt the need to modify the 1989 consent decree that it seriously consider redirecting funds toward facilities issues and the creation of a separate Jacksonville school district.

Assuming the approximately \$20M of funding for majority to minority transfer students, magnet and majority to minority transportation and health and retirement employer costs were to be eliminated, the net loss to the district would be approximately \$14M per year. This assumes a gain of approximately \$6M if majority to minority transfer students received remain in PCSSD and start generating state foundation funding.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update: September 30, 2013

Material State and Federal Audit Findings

The audit for the year ended June 30, 2012, was published following the district's status update dated March 6, 2013. A material weakness relating to the segregation of financial accounting duties was noted in that audit. There were also five Management Letter findings listed. Corrective action has been taken with all of these findings. Completely addressing the segregation of duties may take additional time and additional personnel. Also, more time may be needed to ensure that all fixed assets are properly tagged and serial numbers included in the capital asset listing. The Division of Legislative Audit began auditing the year ended June 30, 2013, September 19, 2013.

Declining Balance

The district ended the 2012-2013 school year with a Legal Fund Balance equal to 10.4% of annual expenditures. The budget for the 2013-2014 school year shows an ending Legal Balance equal to 10.1% of budgeted annual expenditures. The district has met objective number 36: "Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures." Some of the specific strategies intended to address that objective had a three-year implementation plan and therefore are still on-going. The outcome of pending litigation, discussed below, could have a material effect on the district's future balances.

Union Contracts

In September 2013 the Arkansas Supreme Court upheld a lower court ruling that the Commissioner of Education had the statutory authority to terminate the union contracts.

Desegregation Settlement

The state's motion to end desegregation payments will be heard in federal court December 9, 2013. The district's share is approximately \$20.8M per year. Assuming the district retains its M-to-M students and its Little Rock Magnet School students, the net loss of funding would be about \$14M. If these funds are withdrawn, the district would have to eliminate all costs paid with state desegregation revenue. This might have to occur over more than one year and therefore a negative impact on the district's fund balance would be likely.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update – April 1, 2014

As of the September 30, 2013, update to the district's Fiscal Distress Improvement Plan, all objectives except for objectives 17 and 37 had been met. Objective 17 is "Supervision and monitoring of security for District Properties". The strategy stated in order to meet this objective is to develop and implement a district wide plan to secure district assets. A written plan has been written and is in the process of being implemented. This will be an ongoing effort but the administration believes Objective 17 has been substantially met.

Objective 37 is to "Identify cost reduction possibilities in the event state desegregation funding is eliminated." On January 13, 2014, Federal Judge Price Marshall approved a settlement agreement between the Pulaski County School Districts, the Joshua interveners and the State of Arkansas regarding the 1989 Desegregation Settlement Agreement. This agreement will require the State of Arkansas to continue payments, comparable to the amount the school districts are now receiving, for the next four school years. The fourth year payment is restricted for the construction of academic facilities. Therefore it will be necessary for PCSSD to develop and implement a plan for operating without approximately \$20.8M beginning with the 2017-2018 school year. It will be necessary to eliminate programs that are now being funded with desegregation revenue, or find another source of funding for those programs. State Foundation Funding is calculated in order to provide districts with sufficient funds to meet state standards and legal requirements. State categorical funding is provided in order to fund Alternative Learning Environments, English Language Learner Programs, Teacher Professional Development, and programs designed to meet the needs of students from low-income families. If a program being funded with Desegregation Revenue is determined to be essential for student achievement, it may be necessary for it to replace a program or programs currently being funded with state categorical funding. Therefore in order to fully meet Objective 37, it will be necessary to evaluate all programs not required to meet state accreditation standards and use state categorical money to fund the programs showing the greatest impact on student achievement. It will not be possible to continue funding all of the programs that have been made possible due to the state desegregation revenue. The primary cost of all programs is personnel. Therefore it will also be necessary to reduce staff due to the reduction of programs. At this time, substantial work remains in order to meet Objective 37.

On March 20, 2014, the State Board of Education ordered an election for the purpose of creating a new Jacksonville/North Pulaski School District. The new school district would detach area containing ten schools now in PCSSD. The election will likely occur September 2014 and the new district could start operations as early as July 2015. The area being detached from PCSSD contains approximately 25% of the PCSSD students and approximately 14% of the property assessments. If this detachment is approved by voters, State Board of Education, and the Federal Court, a significant number of issues affecting the fiscal stability of PCSSD, and the newly created school district, will have to be considered and carefully addressed.

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

Status Update: April 2014

The administration believes all objectives, other than #37 discussed in the April 2014 status update, have been met. The district is working with ADE to complete a five-year projection of revenue and expenditures that will identify the expenditure amounts that must be reduced in order to prevent a declining fund balance following the loss of desegregation revenue. This project will result in a plan for reducing expenditures due to both the loss of revenue following the detachment of Jacksonville-North Pulaski and the loss of state desegregation revenue. At this time it appears necessary to reduce expenditures by approximately \$39.4M due to the detachment of Jacksonville-North Pulaski and approximately \$15.4M due to the loss of state desegregation revenue. This will likely involve a reduction in force affecting approximately 640 positions.

Status Update: October 2015

As was provided in the April 2015 update, the administration believes all objectives have been met with the exception of objective #37. The detachment of Jacksonville-North Pulaski continues to hold a high degree of uncertainty and financial risk for PCSSD and JNPSD. Projections for reduction in expenditures of approximately \$15.4M due to the loss of state desegregation revenue were included in the April 2015 update. The administration will be unable to identify all cuts necessary to offset the loss of desegregation funds until the financial settlement of the JNPSD detachment has taken place.

649

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES-Status Update as of April 2015

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 1	Monitor corrective actions of material state or federal audit exceptions or violations	Superintendent, Board, and All Administrators	Monitor implementation of adequate corrective actions for 2007-08, 2008-09 and 2009-10 identified audit findings and deficiencies as listed in Hudson Cisne's audits	Monitor	Monthly School Board Meetings Audit Exit Conference for FY12 on 2/14/13– No Material Findings	N/A	N/A	Yes	
Objective 2	Promote commitment to financial prudence and consistency with policies and procedures	Superintendent, Board and All Administrators	Demonstrate a "tone at the top" promoting commitment to financial prudence through the adoption and implementation of sound policies and procedures	Policy adoption or revisions	On-going	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 3	Supervision and Monitoring of district budget	Superintendent, Board and All Administrators	Monitor all expenses to remain within budget	Monitor	On-going	N/A	N/A	Yes	
Objective 4	Supervision and Monitoring of local, state, and federal revenue	Superintendent, Board and All Administrators	Monitor local, state, and federal funding sources to project increases, decreases, or cuts in revenue that affect the annual budget and make the recommended budget revisions	Monitor	On-going	N/A	N/A	Yes	
Objective 5	Strengthen Internal Controls	Superintendent, Board and All Administrators	Monitor implementation and proper management of fiscal oversight responsibility and safeguards to prevent, and timely detect, misappropriation of funds, potential waste and abuse of District assets	Monitor	On-going	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 6	Supervision and Monitoring of all local, in-state and out-of-state travel	Superintendent, Board and All Administrators	Monitor compliance with policy revisions specific to Board and employee travel and adherence to procedures for completing required documentation	Board Policy Adopted Policy DKC Business Procedure 7:01, 7:02 & 7:03	On-going	N/A	N/A	Yes	
Objective 7	Supervision and Monitoring of Purchasing policies and procedures	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Revised Business Procedure 03:02 8/01/2012	Board Policy Adopted Board Policy DJ	On-going	N/A	N/A	Yes	
Objective 8	Timely reconciliation of monthly bank statements	Chief financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Reconcile School Activity Bank Accounts Each Month in Business Office rather than school. Maintain zero unexplained variance.	Monitor	April 30, 2013 Operating Fund bank accounts have been reconciled to zero variance . Goal is to have all 36 Activity Fund and all 36 Food Service Fund accounts up to date with zero variances by April 30, 2013.	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 9	Segregate Fixed Asset duties	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Purchasing duties will be segregated within the Business division with respect to fixed assets	Monitor	On-going	N/A	N/A	Yes	
Objective 10	Supervision and Monitoring of Competitive Bid Awards	Chief Financial Officer, Director of Purchasing and Coordinator of Purchasing	Monitor compliance with Board procedures to add competitive bid awards(s) as a regular agenda item	Monitor and adjust board policy Board Policy DJE	Monthly School Board Meetings as needed	N/A	N/A	Yes	
Objective 11	Segregate Payroll duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties in payroll will be segregated within the department to achieve reliable payroll preparation and authorization	Monitor	On-going	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 12	Segregate Accounting duties	Chief Financial Officer, Director of Accounting and Auditing and Coordinator of Accounting and Auditing	Accounting duties will be segregated within the department to provide accountability and assurance in regard to receipt of funding	Monitor	On-going	N/A	N/A	Yes	
Objective 13	Supervision and monitoring of employee overtime	Chief Executive Officer(CEO) and Director of Human Resources	Amend and implement a district wide over-time procedure	Monitor	Procedure 12:04 Amended February 2013 Policy will be proposed to Classified PPC March 2013	N/A	N/A	Yes	
Objective 14	Supervision and monitoring of employee contracts	Chief Executive Officer (CEO) and Chief Financial Officer (CFO)	Employee(s) will not work past their contracted days without prior written authorization from the CEO, Human Resources and CFO of Business Affairs	Monitor	On-going	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 15	Supervision and monitoring of coding on local funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 16	Supervision and Monitoring of coding on Federally funded employees	Chief Executive Officer, Director of Human Resources	Monitor implementation of Human Resources procedures to approve and document the funding source(s) from which employees are paid from	Monitor	On-going	N/A	N/A	Yes	
Objective 17	Supervision and monitoring of security for District properties	Chief Operations Officer and Director of Security	Development and implementation of a district wide plan to secure district assets	Monitor	March 31, 2013	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 18	Supervision and Monitoring of Accounts Receivable	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing, and Budget Managers	Monitor compliance of coding with Business Division procedures regarding payments due to the District	Monitor	On-going	N/A	N/A	Yes	
Objective 19	Supervision and Monitoring of Compliance with the Arkansas Financial Accounting Manual	Chief Financial Officer, Director of Accounting and Auditing, Coordinator of Accounting and Auditing and Budget Managers	Monitor compliance of coding with the Arkansas Financial Accounting Manual	Monitor	On-going	N/A	N/A	Yes	
Objective 20	Supervision and Monitoring of timely voiding of stale outstanding checks	Chief Financial Officer, Director of Accounting and Auditing, coordinator of Accounting and Auditing	Monitor compliance with District in regard to voiding of outstanding checks	Monitor	On-going Procedure 05:03 8/1/2012	N/A	N/A	Yes	
Objective 21	Supervision and Monitoring of District provided vehicles	Chief Operations Officer, Chief Financial Officer, and Director of Accounting and Auditing	Monitor compliance with IRS regulations in regard to use of District provided vehicles	Monitor	On-going	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 22	Supervision and Monitoring of Gift Card issuance	Chief Financial Officer, Budget Managers and Director of Accounting and Auditing	Comply with the District's Purchasing Policies and Procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 23	Supervision and Monitoring of Warehouse Inventory	Chief Operations Officer, chief Financial Officer and Director of Accounting and Auditing	Combine Purchasing and Warehouse Operations with Director and staff located at warehouse	Monitor	On-going	N/A	N/A	Yes	
Objective 24	Supervision and Monitoring of the issuance of manual checks	Chief Financial Officer, Director of Accounting and Auditing, Budget Managers, Coordinator of Accounting and Auditing	Monitor compliance with APSCN procedures in regard to the issuance of manual checks	Monitor	On-going	N/A	N/A	Yes	
Objective 25	Supervision and Monitoring of District provided cell phones	Chief Financial Officer, Coordinator of Purchasing and Director of Purchasing	Monitor compliance with District procedure in regard to cell phone usage	Monitor	March 31, 2013 Procedure 07:06	N/A	N/A	Yes	
Objective 26	Supervision and Monitoring of timely payment of accounts payables	All Administrators	Provide vendors with specific information needed for timely payment of invoices. Investigate reasons for late payments and take corrective action.	Monitor	On-going	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 27	Supervision and Monitoring of desegregation funding	CFO and Assistant Superintendent for Equity and Pupil Services	Monitor expenditures related to desegregation funding	Monitor	On-going	N/A	N/A	Yes	
Objective 28	Educate employees on fiscal policies and procedures	Superintendent, Board, and All Administrators	Educate employees on fiscal policies and procedures	Monitor	On-going	N/A	N/A	Yes	
Objective 29	Supervision and Monitoring of District issued credit cards	Chief Financial Officer. Budget Managers, Director of Purchasing and Coordinator of Purchasing	Monitor the use of District provided credit cards and compliance with District credit card policy	Monitor	On-going	N/A	N/A	Yes	
Objective 30	Quarterly Audits	Legislative Audit	Quarterly Audits by Legislative Audit	Monitor	Quarterly TBD by Legislative Audit FY11 & FY12 Financial Audits Completed	N/A	N/A	Yes	
Objective 31	Supervision and Monitoring of reports charging Fraud and Abuse pertaining to district resources	Superintendent and Division Leaders	Publish FBI "Corruption Reporting" email and phone number on District web site	Monitor	March 1, 2013	N/A	N/A	Yes	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 32	Supervision and Monitoring of Fiscal Distress Improvement Plan	Superintendent and Division Leaders	Submit Fiscal Distress Plan progress statements as an action agenda item under the section of miscellaneous reports on the Board Agenda	Monitor	March 12, 2013	N/A	N/A	Yes	
Objective 33	Supervision and Monitoring of Budget Adjustments	Superintendent and Division Leaders	Establish a policy for budget adjustments	Policy adoption or revisions Board Policy DB	March 12, 2013	N/A	N/A	Yes	
Objective 34	Supervision and Monitoring of Board Policies	Superintendent and Division Leaders	Superintendent's Cabinet to review ASBA model policies and recommend changes to PCSSD Board Policies	Monitor	On-going	N/A	N/A	Yes	
Objective 35	Supervision and Monitoring of the finance, payroll and technology departments	Superintendent and Division Leaders	Research information on restructuring financial, payroll and technology	Monitor	On-going	N/A	N/A	Yes	
Objective 36	Reduction of Personnel Costs required by PACT-PNA	Superintendent, Division Leaders and Board	Exhibit 1	Approve Revised Contract	Begins 2-22-12	Various	Exhibit 1		No
Objective 37	Reduction of Personnel Costs required by PASS-PNA	Superintendent, Division Leaders and Board	Exhibit 2	Approved Revised Contract	Begins 2-22-12	Various	Exhibit 2		No

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 38	Lowering Operating Costs for 2011-2012	Superintendent, Division Leaders	Exhibit 3	Monitor	On-going	N/A	Exhibit 3		No
Objective 39	Lower Operating Costs for 2011-2013	Superintendent Division Leaders	Exhibit 4	Approve Budget	On-going	N/A	Exhibit 4		No
Objective 36	Reverse the declining balance identified by ADE to jeopardize the fiscal integrity of the school district and build a legal balance equal to 10% of annual expenditures	Superintendent, Division Leaders	Various-See Below Strategies		June 30, 2014	Operating		Yes	
			Implement new district-wide copier bid	Approve Contract	June 2012	Operating	\$141,228	Strategy Accomplished	
		Superintendent, Division Leaders	Revise Employee Insurance Package	Approve Insurance Package	April 2012	Operating	\$1,500,000	Strategy Accomplished	
		Superintendent, Division Leaders	Change school bell schedule	Approve New Bell Schedule	August 2012	Operating	\$401,124	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Do not fill vacant positions 2011-2012	Approve Budget	July 2011 – June 2012	Operating	\$775,328	Strategy Accomplished	
		Superintendent, Division Leaders	Reduction in Force – 77 positions	Approve Budget	April 2012 – May 2012	Operating	\$3,850,000	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce Teacher Salary Schedule from 192 to 190 Days	Approve	July 2012	Operating	\$795,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Reduce amount paid to teachers for non-instructional duties	Approve Budget and Relative Policies	July 2012	Operating	\$376,857 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Attendance Incentive Pay for all employees (amounts paid end of each semester and end of each year, not amount	Approve Budget and Relative Policies	July 2012	Operating	\$102,615 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Add Unused Sick Leave Pay to Support Staff to Match Benefit Provided Certified Personnel	Approve Budget and Relative Policies	July 2012	Operating	(\$154,038) PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Bereavement Leave (1)	Approve Budget and Relative Policies	July 2012	Operating	\$30,000 PNA	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
		Superintendent, Division Leaders	Phase out Placement on Salary Schedule Based on District Courses	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$2,800,383 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Professional Growth Contracts – Certified Personnel	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$1,200,000 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Phase out Staff Development Compensation – Support Staff	Approve Budget and Relative Policies	July 2012- June 2015 Policy in place that will implement 3-yr phase-out	Operating	\$344,622 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Eliminate Severance Pay	Approve Budget and Relative Policies	July 2012	Operating	\$805,083 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Change Accrued Leave to Sick Leave as Defined by Arkansas Law	Approve Budget and Relative Policies	July 2012	Operating	\$218,970 PNA	Strategy Accomplished	
		Superintendent, Division Leaders	Establish the Authority Of The Administration To Manage The District Personnel Reasonably, Without Discrimination, And Consistent With Law	Approve Relative Policies	July 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

PART B: PLAN OBJECTIVES

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
Objective 37	Identify cost reduction possibilities in the event state desegregation funding is eliminated	Superintendent, Division Leaders	During the 2012-2013 budget process, code specific expenditures that could be eliminated to the desegregation fund and source of fund codes	Approve	May 31, 2013	N/A	N/A		No-Have not identified all cuts sufficient to offset 100% loss of deseg funds
Objective 38	Refund Bond Issue Dated November 1, 2004	Superintendent, Chief Financial Officer and Board	Issue new bonds in the amount of \$21,860,000 to refund 11-1-2004 issue at lower interest rate	Approve	April 2012	Debt Service Mills	\$2,528,185 over 23 years restricted to academic facilities projects	Yes	
Objective 39	Implement corrective actions pertaining to FY11 audit findings	Chief Financial Officer	Various-See Below Strategies	Approve	May 31, 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-1 Segregate accounting duties to the extent possible.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
		Chief Financial Officer	Audit Finding 2011-2 Develop and implement a process that will identify and record all accounts payable at year end	Approve	June 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-2 Close bank accounts that were incorrectly classified as "investments" and transfer the proceeds to a "cash in bank" account	Approve	March 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-2 Properly record amount the \$689,855 paid for workers compensation insurance	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-3 Monitor Federal Title 1 expenditures to ensure they comply with the approved ACSIP budget	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Audit Finding 2011-4 Have all newly purchased Fixed Assets delivered to a central location for proper tagging prior to delivery to final destination.	Approve	July 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Audit Finding 2011-5 Give a business office employee or program administrator responsibility for the collection and filing of required time certifications for federally funded positions.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Notify vendors in writing regarding district procurement policies and require invoices and statements to be mailed to central office.	Approve	June 2012 Second Letter Mailed February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter #1 Within APSCN, clearly indicate the vendor numbers that should no longer be used.	Approve	June 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #2 Standardize the insurance products available through payroll deduction and utilize PlanSource software to keep APSCN payroll records in sync with vendor records.	Approve	April 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #2 Change the stated work week to provide more payroll processing and review time without the need for overtime. Investigate timekeeping software that could decrease the payroll keying time.	Approve	June 2012	N/A	N/A	Strategy Accomplished	
			Management Letter #3 Report lease-purchase and all other financing agreements to ADE as required.	Approve	December 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Management Letter #4 Continually monitor to ensure sufficient collateral covering district bank deposits.	Approve	February 2013	N/A	N/A	Strategy Accomplished	
			Management Letter # 5 Obtain board approval prior to the disposal of district assets.	Approve	April 2012 Policy DN Procedure 06:05	N/A	N/A	Strategy Accomplished	
			Management Letter #6 Strengthen the internal controls and business procedures related to activity funds and provide training to school personnel.	Monitor	July-August 2012 Procedure 01:01	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #1 District's Chief Technology and Information Officer will document a Disaster Recovery Plan by June 30, 2012.	Monitor	May 2013	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #3 All receipts will be recorded in the period received, or in the case of direct deposits, upon proof of receipt.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #4 New Employees will be required to return signed contracts prior to beginning work.	Monitor	July 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #5 Employee reimbursed district \$13 for tip and alcohol claimed and paid by the district for travel. Travel receipts will be more closely monitored to prevent future payments for tips and alcohol.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #6 A receipt will be written for all funds received and/or direct deposited into the district's bank account. A separate receipt will be issued to each payer.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #7 The district's bank will provide check images each month on a CD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #8 The district will work to clear bank reconciliation variances that have occurred over a prolonged period of time. The bank reconciliation process will be completed by about the 10 th of each month with the goal of zero variance by June 30, 2013.	Monitor	June 2012 Prior year variances have been cleared. See objective #8	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 9 Reviewers of free and reduced lunch applications will be cautioned to pay particular attention to the stated frequency of income shown on applications.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	

ARKANSAS DEPARTMENT OF EDUCATION
FISCAL DISTRESS FINANCIAL IMPROVEMENT PLAN
PLAN YEAR 2011-2012

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Funding Sources	Amount of Net Savings	Objective Yes	Met No
			Supplemental Finding #10 The district will further investigate possible rebates earned by its participation in the USC purchasing cooperative and attempt to collect all earned amounts.	Monitor	June 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding # 10 The district will follow-up with USABLE regarding Legislative Audit's request for a list of all refund checks issued to either PCSSD or employees of PCSSD.	Monitor	April 2012	N/A	N/A	Strategy Accomplished	
			Supplemental Finding #11 The district will develop policies and procedures for the purpose of providing sufficient controls and accountability on the use of FuelMan Credit Cards.	Monitor	February 2013	N/A	N/A	Strategy Accomplished	



Annual Report of Activities 2015-2016

TABLE OF CONTENTS

NOTE FROM DIRECTOR.....	3
MISSION STATEMENT & GOALS.....	4
STATE MAP OF COOPERATIVES.....	5
ORGANIZATIONAL CHART.....	6
OFFICERS AND GOVERNING BOARD MEMBERS.....	7
TEACHER CENTER COMMITTEE.....	8
AFESC ANNUAL REPORT	
I. GOVERNANCE.....	9
II. STAFF/CERTIFIED STAFF.....	10
III. TEACHER CENTER.....	15
IV. ADMINISTRATIVE SERVICES.....	15
V. DIRECT SERVICES TO STUDENTS.....	16
VI. ANECDOTAL REPORTS.....	17
VII. EMPLOYMENT POLICIES & PRACTICES.....	20
PROGRAMS.....	23
SPECIAL PROJECTS & PROGRAMS.....	64
SUMMARY ATTENDED.....	67

NOTE FROM DIRECTOR

The Arch Ford Co-op staff prepared our Annual report of activities for the year 2015-16. The report is designed to report to participating school district personnel, school board members, area legislators, State Department of Education personnel, and the Governor's office, activities that the Co-op accomplished during this year.

The Arch Ford Co-op staff has attempted to report, in capsule form, a picture of the multi-faceted services and activities that it provides to member districts through a wide range of program areas. This cooperative region encompasses twenty-nine school districts in eight counties. The cooperative's service area includes 51,422 students and 4,137 public school teachers and administrators.

Arkansas' education service cooperatives have grown and matured to the place where member districts rely upon their co-op for certain services. Too, legislators, Department of Education personnel, and others from state-level education related groups look to the co-ops for assistance. That is testimony to the quality and dependability of service provided over time. It is also evidence of the commitment made to enhancing the quality of the education offering for students in member districts through collegial efforts, cost savings measures, timesaving, and general program enhancement. Co-ops bring statewide efforts to the regional level, resulting in cost and timesaving measures for both the state and the local districts.

The Arch Ford Co-op staff is anxious to report evidence of this progress in the evaluation summaries that follow.

Phillip Young, Director

ARCH FORD EDUCATION SERVICE COOPERATIVE

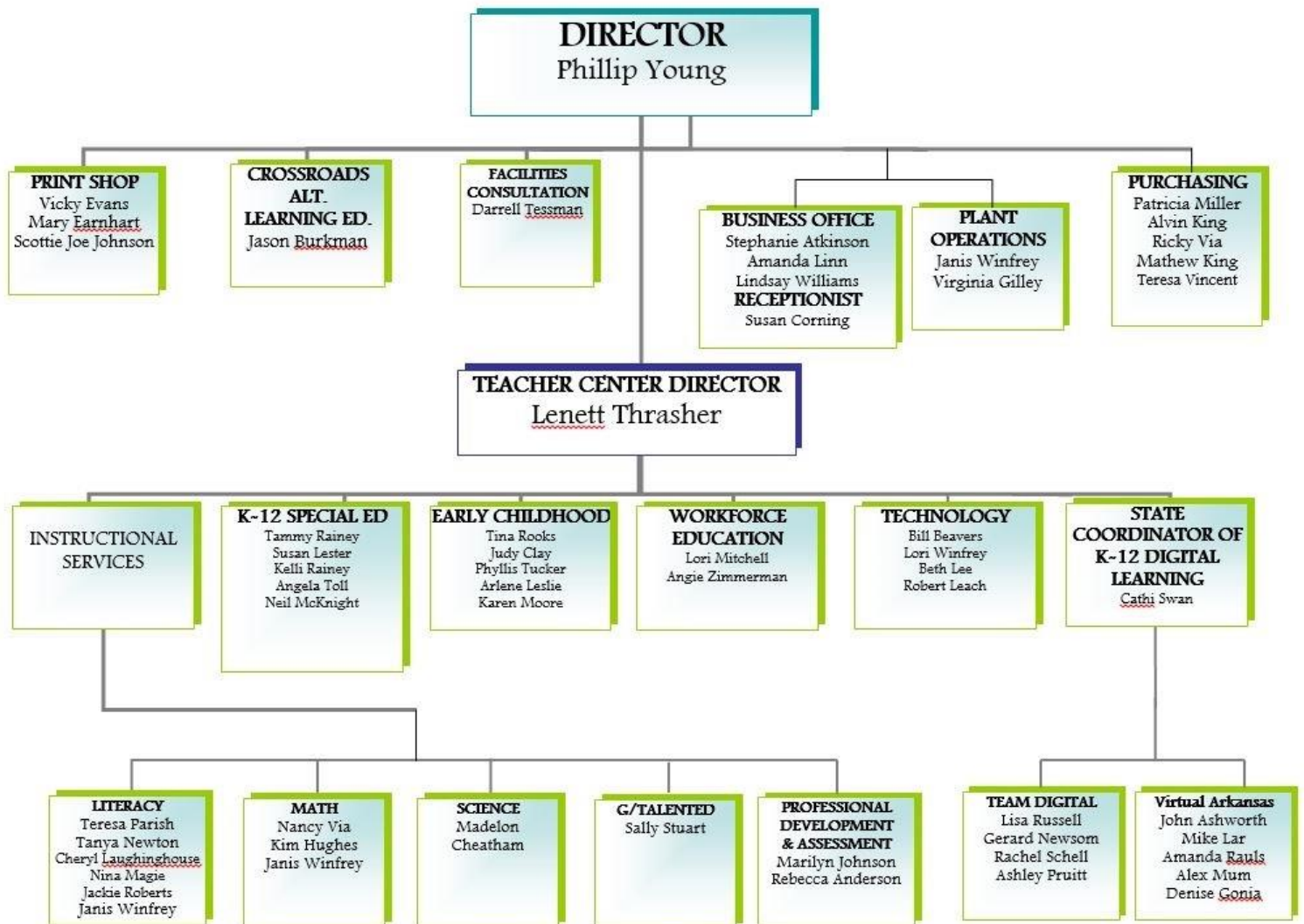
MISSION STATEMENT

Arch Ford Education Service Cooperative is committed to and strives toward academic excellence for all students by enhancing effective teaching, developing leadership, offering technical assistance, providing extensive support, and promoting state and regional initiatives to all 26 school districts.

GOALS STATEMENTS

- To ensure that all teachers in the Arch Ford Education Service Cooperative are provided opportunities for professional growth in "Best Practices" of Teaching to expand their skill base.
- To provide administrative training opportunities for instructional leadership for current and prospective administrators.
- To offer technical assistance to teachers and administrators in areas of concern. They include technology, curriculum, fiscal management, behavior, safety, special education, federal programs, and crisis management.
- To partner with member schools in compliance of Act 999 to implement the accountability process.
- To support and assist our district schools in state and regional initiatives.

ARCH FORD ESC Organizational Chart



Officers of the Board

Name	Position	School District
Phillip Young	Director	Arch Ford Education Coop
Shawn Halbrook	President	South Conway County
Billy Jackson	Secretary	South Side Bee Branch

Members of the Board

Name	Position	School District
Dr. Greg Murry	Executive Board member	Conway
Cody Beene	Executive Board member	Nemo Vista
John Thompson	Executive Board member	Dardanelle
John Gray	Executive Board member	Mayflower
Dr. Alan Stauffacher	Executive Board member	Heber Springs
Randall Williams	Executive Board member	Russellville
Walt Davis	Board member	Hector
Larry Dugger	Board member	Pottsville
Dennis Truxler	Board member	Quitman
Jim Loyd	Board member	Two Rivers
Gregg Grant	Board member	Danville
Andy Chisum	Board member	West Side Greers Ferry
Andy Vining	Board member	Clinton
Betty McGruder	Board member	Shirley
Dr. David Stephens	Board member	Vilonia
Jerry Owens	Board member	Dover
Scott Spainhour	Board member	Greenbrier
Joe Staton	Board member	Western Yell County
Larry Walters	Board member	Mt. Vernon-Enola
Carroll Purtle	Board member	Wonderview
Joe Fisher	Board member	Atkins
Brian Cossey	Board member	Guy-Perkins
Dr. Ron Wilson	Board member	Perryville
Dr. Doug Harris	Board member	East End

Teacher Center Committee

Each participating school district in the Arch Ford Education Service Cooperative will have one representative on the Teacher Center Committee. Teachers make up 61% of the Committee. Each Committee member shall be elected for a term of three years.

Teacher Center Committee

Elementary Teacher Positions	Name	District	Term Expires
Teacher	Amber Brantley	Greenbrier	2016
Teacher	Carol Jean Ratliff	Heber Springs	2016
Teacher	Meagan McLeland	Pottsville	2018
Teacher	Veronica Scott	Two Rivers	2016
Teacher	Wanda Bailey	West Side	2016
Middle/Jr. High Teacher Positions			
Teacher	Donna Acre	Guy-Perkins	2018
Teacher	Mark Taylor	Hector	2018
Teacher	John Pipkins	Mayflower	2018
Teacher	Patrick Sims	Perryville	2017
Teacher	Amy Hutto	South Side	2018
Teacher	Amy Montgomery	Dardanelle	2016
High School Teacher Position			
Teacher	Joanne Heffley	Dover	2016
Teacher	Leigha Nguyen	Conway	2016
Teacher	Dana Perry	Clinton	2016
Teacher	Ethan Hodge	Russellville	2018
Teacher	Kim Griggs	SCCSD	2017
Administrative			
Administrator	Becky Patton	Danville	2017
Administrator	Deborah Knowles	Vilonia	2018
Administrator	Heidi Wilson	East End	2016
Administrator	Jason Reynolds	Wonderview	2016
Administrator	Chris Nail	Mt. Vernon-Enola	2017
Administrator	Teresa Virden	Nemo Vista	2017
Administrator	Mary Davis	Quitman	2017
Administrator	Tyrene Gardner	Shirley	2017
Administrator	Julie Lane	Western Yell	2018
Administrator	Rocci Malone	Atkins	2018

Arch Ford Education Service Cooperative (ESC) Annual Report

Date: 5/31/2016 LEA#: 15-20 ESC#: _____

ESC Name: Arch Ford Education Service Cooperative

Address: 101 Bulldog Drive Plumerville, AR 72127

Phone Number: 501-354-2269

Director: Mr. Phillip Young

Teacher Center Coord: Lenett Thrasher

Names of Counties Served: Cleburne, Conway, Faulkner, Perry, Pope, Van Buren, and Yell

Number of Districts: 26 Number of Students: 51,422

Number of Teachers: 4,137

I. GOVERNANCE:

- A. How is the co-op governed? Board of Directors X or Executive Committee _____
How many members on the Board? 26
Executive Committee? 10
How many times did the Board meet? 11
Executive Committee? 11
When is the regular meeting? 4TH Thursday of the month
Date of current year's annual meeting: October 9-11, 2015
- B. Does the co-op have a Teacher Center Committee? YES X NO _____
If yes, then:
How many are on the Teacher Center Committee? 26
How many members are teachers? 16
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? October, January, April
- C. When was the most recent survey/needs assessment conducted? December 2015
- D. Have written policies been filed with the Arkansas Department of Education?
Yes X No _____

II. STAFFING:

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

Arch Ford Education Service Cooperative

Employees

2015-2016

S=State, F=Federal, H=Head Start, M=Medical, P=Private Funding, B=Base Funds, D=District Allocations

Last Name	First Name	Fund	FUNDING SOURCE	New Hire	Resigned
ADAIR	STEVEN	VIRTUAL ARKANSAS TEACHER	S		
ANDERSON	REBECCA	RECEPTIONIST	B		
ARNOLD	LEZLIE	SPEECH PATHOLOGIST	S		
ASHWORTH	JOHN	Virtual Arkansas Director of Academics	S	x	
ATKINSON	STEPHANIE	BUSINESS MANAGER	B		
BAGSBY	MELANIE	VIRTUAL ARKANSAS TEACHER	S	x	
BALLARD	BILLY	DIRECTOR OF AR HOME SCHOOL	S		X
BALLENGER	TARA	VIRTUAL ARKANSAS TEACHER	S		X
BARNHART	ERICA	VIRTUAL ARKANSAS TEACHER	S		
BEAVERS	BILL	TECHNOLOGY COORDINATOR	S	x	
BENISH	TRICIA	BEHAVIOR SPECIALIST	S		
BERRY	CHRISTI	SPEECH PATHOLOGIST	S	x	
BIGGERS	TRICIA	SPEECH PATHOLOGIST	S		
BINGMAN	ASHLEY	EARLY CHILDHOOD TEACHER	S	x	
BLOCKER	JOANNA	EARLY CHILDHOOD TEACHER	S		
BLOODWORTH	TONYA	VIRTUAL ARKANSAS TEACHER	S	x	
BOATNER	KAREN	EARLY CHILDHOOD TEACHER	S		
BRADFORD	RHONDA	PROFESSIONAL DEVELOPMENT SPECIALIST	D		X
BRADLEY	KOURTNEY	ALE/BUSINESS OFFICE ASSISTANT	D		
BRADLEY	CURTIS	ALE ADMIN ASSISTANT	D		
BRANUM-KINDY	HEATHER	VIRTUAL ARKANSAS TEACHER	S	x	
BRECKLING	EMILY	SPEECH PATHOLOGIST	S		X
BRITTON	DIONNE	VIRTUAL ARKANSAS DIRECTOR	S		X
BURKMAN	KERI	AFCA CAMPUS MULTI-SUBJECT TEACHER	D		
BURKMAN	JASON	ALE DIRECTOR	D		
BUSSEY	CLAIRE	SPEECH PATHOLOGIST	S	x	
BYRD	VIRGINIA	ALE TEACHER	D		
BYRD	JEREMIAH	VIRTUAL ARKANSAS TEACHER	S		
CARPENTER	SAMANTHA	VIRTUAL ARKANSAS TEACHER	S		
CARTER	SAMANTHA	SPEECH PATHOLOGIST	S		
CASEY	KEVIN	VIRTUAL ARKANSAS TEACHER	S		
CATLETT	SARAH	ALE TEACHER	D		
CECIL	JENNIFER	VIRTUAL ARKANSAS TEACHER	S	x	
CHANEY	KATHERINE	ALE TEACHER	D		
CHEATHAM	MADELON	SCIENCE SPECIALIST	S		
CHILDRESS	GARY	CROSSROADS WEST CAMPUS SUPV	D		
CLAY	JUDY	EARLY CHILDHOOD DIRECTOR	S		
CORNING	SUSAN	HOME SCHOOL ASSISTANT	S		

COX	KRISTOPHER	VIRTUAL ARKANSAS TEACHER	S		
COX	DEBRA	VIRTUAL ARKANSAS TEACHER	S		
CRITES	TERESA	VIRTUAL ARKANSAS TEACHER	S		
CROSWELL	SARAH	VIRTUAL ARKANSAS TEACHER	S		
DAVIS	DANIEL	VIRTUAL ARKANSAS TEACHER	S		
DELANCEY	BRIDGETT	VA ADMINISTRATIVE ASSISTANT	S		
DENNIS	CATHY	EARLY CHILDHOOD TEACHER	F		
DEWVEALL	DENISE	VIRTUAL ARKANSAS TEACHER	S		
DIAL	LORI	SPEECH PATHOLOGIST	S		
DOUGAN	BRYAN	VIRTUAL ARKANSAS TEACHER	S		X
DUNN	ELIZABETH	EARLY CHILDHOOD TEACHER	F		
DYAR	STEPHANIE	VIRTUAL ARKANSAS TEACHER	S		
EARNHART	MARY	PRINTER	D		
EARY	CRYSTAL	SPEECH PATHOLOGIST	F		
EDELEN	GIANELLA	VIRTUAL ARKANSAS TEACHER	S	x	
EVANS	VICKY	DATA PROCESSING SUPERVISOR	D		
FAILLA	WANDA	ALE COMPUTER LAB FACILITATOR	D		
FARRIS	JONAH	VIRTUAL ARKANSAS TEACHER	S		
FAULK	LAUREN	EARLY CHILDHOOD TEACHER	F	x	
FLIPPO	DIANNA	VIRTUAL ARKANSAS TEACHER	S		
FORD	MEGGIE	SPEECH PATHOLOGIST	S		
FREEMAN	HEIDI	VIRTURAL ARKANSAS TEACHER	S		
FREEMAN	MELISSA	EARLY CHILDHOOD TEACHER	S		
FREEMAN	MELISSA	SPEECH PATHOLOGIST	S		
FREWERT	LESLIE	VIRTURAL ARKANSAS TEACHER	S	x	
GARRISON	DIANA	VIRTUAL ARKANSAS TEACHER	S		
GARRISON	SARAH	VIRTUAL ARKANSAS TEACHER	S		
GATTIS	ROBIN	SPEECH PATHOLOGIST	S		
GIBSON	EDWARD	ALE ADMIN ASSISTANT	D		
GILLEY	VIRGINIA	CUSTODIAN	B		
GLENN	ANDREA	VIRTURAL ARKANSAS TEACHER	S	x	
GONIA	DENISE	HOME SCHOOL ASSISTANT	S		
GRADY	JILLIAN	VIRTURAL ARKANSAS TEACHER	S	x	
GREEN	CYNTHIA	VIRTUAL ARKANSAS TEACHER	S		
HANCE	JESSICA	ALE TEACHER	D		
HARALSON	BOBBI	CROSSROADS W COMPUTER LAB FACILITATOR	D		
HARGIS	THOMAS	ALE CASE MANAGER	D		
HARMON	CYNTHIA	SPEECH PATHOLOGIST	S		
HARNESS	ELIZABETH	EARLY CHILDHOOD TEACHER	S		
HARPER	TERRY	WAREHOUSE	D	x	
HARRIS	MARILYN	VIRTURAL ARKANSAS TEACHER	S	x	
HART	JEFF	AFCA CAMPUS SUPERVISOR	D		
HENNESSEY	JENNIFER	BEHAVIOR SPECIALIST	S		
HILL	DONNA	VIRTUAL ARKANSAS TEACHER	S		
HILL	JOHN	ALE TEACHER	D		
HORTON-CLARK	LYNDA	ALE PARA PROFESSIONAL	D		

HUGHES	KIMBERLY	MATH SPECIALIST	S		
IVERSON	FRANCES	VIRTUAL ARKANSAS TEACHER	S	x	
JOHNSON	MARILYN	INSTRUCTIONAL LEADERSHIP SPECIALIST	D	x	
JOHNSON	SCOTTIE	PRINT SHOP ASSISTANT	D		
JONES	JUDITH	WAREHOUSE ASSISTANT	D		
JORDAN	JENNIFER	SPEECH PATHOLOGIST	S		
JOSLIN	TARA	VIRTURAL ARKANSAS TEACHER	S		
KELLEY	JULIE	PARA PROFESSIONAL	S		
KING	ALVIN	PURCHASING WAREHOUSE	D		
KING	MATTHEW	WAREHOUSE ASSISTANT	D		
KREUN	DEBORAH	PARA PROFESSIONAL	S		
LAJEUNESSE	MARY	VIRTUAL ARKANSAS TEACHER	S	x	
LAR	JOHN	VIRTUAL ARKANSAS ASSOCIATE DIRECTOR	S		
LASTER	PATRICIA	VIRTUAL ARKANSAS TEACHER	S		X
LAUGHINGHOUSE	CHERYL	LITERACY SPECIALIST	S		
LEACH	ROBERT	TECHNICIAN	S		
LEE	BETH	TECHNICIAN	D		
LEE-WARD	SUSAN	LEA SUPERVISOR	S		
LESLIE	ARLENE	EC PROGRAM ASSISTANT	S		
LYNN	STEPHANIE	VIRTUAL ARKANSAS TEACHER	S		
MAGIE	NINA	LITERACY SPECIALIST	S		
MANCIL	CHRISTY	BEHAVIOR INTERVENTIONIST	D		
MARLOW	RAFEAL	ALE CENTRAL 7-12 PRINCIPAL	D		
MATTHEWS	DANIELLE	SPEECH PATHOLOGIST	S		
MCCLURE	AMY	VIRTUAL ARKANSAS TEACHER	S		
MCDUGALD	PAULA	VIRTUAL ARKANSAS TEACHER	S	x	
MCKNIGHT	KAREN	SCHOOL PSYCHOLOGIST	D		
MCKNIGHT	LAUREN	SCHOOL PSYCHOLOGIST	D		
MCKNIGHT	NEIL	LEA SUPERVISOR	D		x
MILLER	PATRICIA	WAREHOUSE SUPERVISOR	D		
MILLIKEN	WHITNEY	VIRTUAL ARKANSAS TEACHER	S		
MILLS	REBECCA	VA INSTRUCTIONAL DESIGNER	S		
MITCHELL	LORI	WORKFORCE ED COORDINATOR	S,F		
MOORE	ANITA	PARA PROFESSIONAL	S		
MOORE	DESHANNON	ALE ADMIN ASSISTANT	D	x	
MORTENSON	AUDREY	SPEECH PATHOLOGIST	S		
MOSS	ANDREA	SPEECH PATHOLOGIST	S		x
MUNN	JORDAN	VA ADMINISTRATIVE ASSISTANT	S	x	
NANCE	DAVID	VIRTUAL ARKANSAS TEACHER	S		x
NASH	APRIL	EARLY CHILDHOOD TEACHER	S		
NEWSOM	GERARD	DIGITAL LEARNING SUPPORT SPECIALIST	S		
NEWTON	TANYA	LITERACY SPECIALIST	S		
NOSAL	RHONDA	SPEECH PATHOLOGIST	S		
OLSON	KRISTI	EARLY CHILDHOOD TEACHER	S		
PADGETT	STEPHEN	ALE CASE MANAGER	D		x
PARISH	TERESA	LITERACY SPECIALIST	S		

PARKER	TODD	ALE CENTRAL K-6 CAMPUS SUPERVISOR	D		
PEARSON	TRUDY	SPEECH PATHOLOGIST	S		
PELTS	SHELLEY	ALE TEACHER	D		
PENSE	JENNIFER	VA MATH TEAM LEADER	S		
PITMAN	ELISSA	SCHOOL PSYCHOLOGIST	S		
PLAFCAN	STEPHANIE	VIRTUAL ARKANSAS TEACHER	S		
PORCHIA	KASEY	ALE TEACHER	D		
PRUITT	ASHLEY	DIGITAL LEARNING ADMINISTRATIVE ASSISTANT	S		
RAINEY	TAMMY	LEA SUPERVISOR	S		
RAINEY	KELLI	LEA SUPERVISOR	S		
RAINO	NICHEYTA	BEHAVIOR INTERVENTIONIST	D	x	
RALSTON	ASHLEY	CROSSROADS W MULTI SUBJECT TEACHER	D		
RAMSEY	JESSICA	VIRTUAL ARKANSAS TEACHER	S		
RAULS	AMANDA	VA ADMINISTRATIVE ASSISTANT	S		
RICHEY	DEBBIE	VA ADMINISTRATIVE ASSISTANT	S	x	
ROBERTS	JACKIE	LITERACY SPECIALIST	S		
RODERICK	WILLIAM	ALE TECHNOLOGY COORDINATOR	D		
ROOKS	TINA	EARLY CHILDHOOD DIRECTOR	S	x	
ROSS	SHARON	SLP CONSULTANT	F	x	
ROSS	JOHN	NETWORK ADMINISTRATOR	D		
RUBLE	DAVID	MENTAL HEALTH THERAPIST	S		x
RUSSELL	LISA	DIGITAL LEARNING SUPPORT SPECIALIST	S		
SANDERS	RACHEL	EC TEACHER	S	x	
SCARBROUGH	SHIRLEY	VIRTUAL ARKANSAS TEACHER	S		
SHELL	RACHEL	DIGITAL LEARNING SUPPORT SPECIALIST	S		
SCHULZE	DANIELLE	SLP	S		
SCOTT	BORIS	ALE ADMIN ASSISTANT	D	x	
SEXTON	KIMBERLY	ALE TEACHER	D		
SHAW	SUSAN	VIRTUAL ARKANSAS TEACHER	S	x	
SHIPP	MELISSA	EARLY CHILDHOOD TEACHER	S		x
SIMPSON	HALLI	VIRTUAL ARKANSAS TEACHER	S		
SISCO	CHARLES	TECHNICIAN	S		
SMITH	MELINDA	EARLY CHILDHOOD TEACHER	S		
SMITH	SHEILA	BEHAVIOR SPECIALIST	F		
SOLIDA	LORETTA	SECRETARY	S		
SOREY	LAURA	ALE TEACHER	D	x	
STANDRIDGE	SHIRLEY	STAFF DEVELOPMENT ASSISTANT	D		x
STEVENSON	TARA	SPEECH PATHOLOGIST	S		
STEWART-LINN	AMANDA	BOOKKEEPING ASSISTANT	B		
STONE	TEARANI	EARLY CHILDHOOD TEACHER	S		
STONE	KIMBERLY	CROSSROADS W COMPUTER LAB FACILITATOR	D		
STORMES	JUNIOR	VA DIRECTOR OF TECHNOLOGY	S		
STUART	SALLY	GIFTED AND TALENTED COORDINATOR	S,D		
SUMMEY	DUSTIN	VIRTUAL ARKANSAS TEACHER	S	x	
SWAN	CARLA	STATE DISTANCE LEARNING COORDINATOR	S		

TARRANTS	NIKITA	SLP	S		
TEAS	MOLLIE	SCHOOL PSYCHOLOGIST	D	x	
TERRY	JANNA	LEA SUPERVISOR	D	x	
TESSMAN	DARRELL	FACILITIES COORDINATOR	D		
THOMLINSON	DIANE	WAREHOUSE ASSISTANT SUPERVISOR	D		x
THRASHER	LORA	TCC	B		
TOLL	ANGELA	LEA SUPERVISOR	S		
TOMLINSON	PAMELA	ABC PARA	S		
TRANTINA	CHRISTY	TECHNOLOGY DIRECTOR	S		x
TRUSTY	NICKY	ALE TEACHER	D		
TUCKER	PHYLLIS	EC PROGRAM ASSISTANT	S		
TUTTLE	CARRIE	TRANSITION CONSULTANT	F		
VIA	NANCY	MATH SPECIALIST	S		
VIA	RICKEY	WAREHOUSE ASSISTANT	D		
VICKERS	KRISTY	VIRTUAL ARKANSAS TEACHER	S		
VINCENT	TERESA	FACILITIES ADMINISTRATIVE ASSISTANT	D		
WALLACE	STEVEN	CROSSROADS W MULTI SUBJECT TEACHER	D		
WARD	AMY	EARLY CHILDHOOD TEACHER	S		
WELLS	JASON	VIRTUAL ARKANSAS TEACHER	S		
WELLS	RACHEL	ALE ADMIN ASSISTANT	D		
WESTERMAN	AMY	VIRTUAL ARKANSAS TEACHER	S		
WHITE	AMY	SLP	S	x	
WILLIAMS	LINDSAY	HUMAN RESOURCE	B		
WILSON	SARAH	EC PARA PROFESSIONAL	S		
WINFREY	JANIS	FACILITY/FUNCTION SUPERVISOR	S,B		
WINFREY	LORI	TECHNICAL SUPPORT SPECIALIST	D		
WINFREY	ROBERT	SECURITY/MAINTENANCE	B		
WOJTKOWSKI	CHRISTINE	VIRTUAL ARKANSAS TEACHER	S		
WORKMAN	GLENDA	VIRTUAL ARKANSAS TEACHER	S		
WYATT	KERI	SPEECH PATHOLOGIST	S		
YATES	VICKIE	VIRTUAL ARKANSAS TEACHER	S		
YOUNG	PHILLIP	COOPERATIVE DIRECTOR	B		
ZIMMERMAN	ANGELA	CTE SPECIALIST	S		

TEACHER CENTER

Please attach a list of all inservice training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

- A. Does the co-op provide media services to schools? YES ☐ NO ☒
Approximate the number of titles in media center: _____
Does the co-op provide delivery to the districts? YES ☐ NO ☒
How many districts participate in the media program? _____
How many titles (including duplicate counts) were provided to schools during this current year? _____
Do districts contribute dollars to the media services YES ☐ NO ☒
How are media charges per district determined (formal or per ADM)? _____
Please describe: _____
Does the co-op operate a "make-and-take" center for teachers? YES ☒ NO ☐
If yes, then: _____
How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once). A Teacher Center is available for teacher use in an open environment at our co-op. Teachers may access materials during regular co-op hours without formally signing in so there are no records of usage.

III. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Administrators and Local Board Members Training
☒ Assessment Data Analysis
☒ Bookkeeping assistance
☒ Business Management training
☒ Computer Technician
☒ Cooperative Purchasing
☒ C.P.E.P. Administration
☒ Curriculum Alignment
☒ E-Rate Applications
☒ Evaluation procedures
☒ Gifted and Talented assistance
☒ Grant writing assistance
☒ Instructional Facilitator Training
☒ Math/Science/Literacy Specialists
☐ Migrant program

- ☒ [X] Numerous professional development opportunities for teachers
- ☒ [X] Personnel application
- ☒ [X] Planning assistance
- ☒ [X] Special Education Services
- ☒ [X] Technology training
- ☒ [X] Other (please specify)
- ☒ [X] Print Shop
- ☒ [X] Purchasing Department
- ☒ [X] Facilities Coordination

IV. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ [X] Computer-assisted instruction
- ☒ [X] Gifted/talented programs: 26 participating districts
- ☒ [X] Itinerant teachers – please list areas: Early Childhood, Special Ed. Teachers, Charlie May Simon
- ☒ [X] Low Incidence handicapped
- ☒ [X] Mentor programs: AIMM
- ☒ [X] Music, art
- ☒ [X] Occupational therapy and physical therapy
- ☒ [X] Speech therapist
- ☒ [X] Other (Please specify):
- ☒ [X] Nursing Services

V. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

ARCH FORD CAREER AND TECHNICAL EDUCATION PROGRAM

The Arch Ford Career and Technical Education Department is dedicated to enhancing student achievement in both academic and career and technical education by offering technical assistance to CTE instructors, implementing advanced technologies in the classroom, and providing a career planning system for all students served. The Arch Ford CTE Consortium originally began with 17 school districts. It expanded two times by adding an additional 5 districts in the 2011-2012 school year and then, 2 more districts in 2014-2015 for a total of 24 districts the CTE department currently serves.

In 2014, with the goal of building a strong connection between secondary classrooms to the workplace and higher education, the Arch Ford CTE department established the Central Arkansas CTE Regional Business Partnership Council set to hold meetings annually. In the second annual meeting, the participation doubled when around 200 business representatives and secondary and post-secondary educators met together to discuss workforce issues such as skills gaps in the workplace and issues businesses and industries identify when trying to hire, attract, and train their employees.

By using performance data and outcomes of the council meeting, the CTE department provides schools with materials to enhance instruction, implements new projects and activities, assists students with adaptive equipment, provides professional development and assists districts with new program start-up grants. Our current initiatives are building business partnerships for teacher internships, increasing industry certifications, and working on concurrent and articulated credit, which has led to a strong partnership with UACCM and ATU-Ozark.

ARCH FORD CROSSROADS ALTERNATIVE LEARNING ENVIROMENT PROGRAM

Crossroads Alternative Learning Environments, under the management of Arch Ford Education Service Cooperative since the year 2000, are specifically designed to meet the needs of students who exhibit the characteristics that qualify them for a non-traditional route to education. The program located at Quitman is the oldest program and provides services to Quitman, Guy-Perkins, Rose Bud, Southside Bee Branch, Westside Greers Ferry, Greenbrier, Mt. Vernon-Enola, and Heber Springs. During the 2012-13 school year, the program expanded its services from providing one alternative learning environment to the Quitman consortium school districts to add new programs at Conway and Atkins for the 2013-2014 school year. The Arch Ford Career Academy, located at Conway Junior High School, provides services to students in grades 10-12 interested in exploring a career-focused educational environment. The Arch Ford Career Academy provides students a JAG (Jobs for Arkansas Graduates) curriculum and includes Conway, Mayflower, and Vilonia School Districts. The program located at Atkins provides services to students in grades 7-12 for Atkins, Dover, Pottsville, and Hector School Districts. During the 2014-2015 school year, the program continued to expand its services to include South Conway County School District and also expanded the existing programs at Quitman, Atkins, and Conway to include more grade levels ranging from K-12. The campuses located at Conway include a K-4 program, a 5-8 program, and 9-12 program in addition to the existing Arch Ford Career Academy. The campuses located at South Conway County include a K-4 program, a 5-8 program and a 9-12 program with a career-focus that partners with the River Valley Vocational Center. The campuses located at Conway include Conway, Mayflower, Greenbrier, Vilonia, Mt. Vernon-Enola,

and East End Bigelow School Districts. The campuses located at South Conway County include South Conway County, Perryville, and Wonderview School Districts. During the 2015-2016 school year, the program expanded to include nine total programs and also created a new program for the 2016-2017 school year for districts outside of the Arch Ford consortium area including Ashdown, Mena, and Mount Ida School Districts. The new program, The Hub, will also provide a non-traditional route to education and includes a state waiver for its participating districts to offer students an innovative and flexible approach to education. This program currently has twenty-two participating school districts. Students are recommended and screened to attend Crossroads and/or The Hub based upon documentation furnished by the sending school district's referral team, explaining why this setting would be best for the student. A student's eligibility to participate is based upon exhibiting at least two of the standard criteria, as outlined in the Arkansas Rules and Regulations for Alternative Learning Environments. Once a student enters Crossroads, his or her academic, social and behavioral progress is monitored daily by the ALE team of staff members, mental health professionals, and supervisors. The director and supervisor meet with the ALE team and teams from the sending schools to discuss progress. A Student Action Plan is developed 1-3 days upon placement and short and long-term goals are set to address the factors that led to the placement. The goal of Crossroads is to transition each of its students back to their home campus successfully. Based on progress on their SAP (Student Action Plan), students become eligible for transitioning back to their sending campus when their goals, as outlined in the SAP, are met and/or exceeded for at least a nine-week period. Using specific actions with timelines and forming a partnership with the sending school during the transition has led to students' success. The programs employ thirty-three employees. The alternative learning environments are non-punitive settings that encourage students to overcome the barriers that led to placement in a positive atmosphere that promotes and nurtures the success of all students needing a non-traditional route to education. The staff members work as a team to provide the support network that students need in order to be successful in school.

ARCH FORD EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

The Arch Ford Cooperative Early Childhood Special Education Program has successfully completed twenty seven years of direct services to children ages three to five with disabilities. Since 1988 the Program has grown and this year alone served over seven hundred students on behalf of the 26 school districts in the cooperative region. Services include screenings, evaluations, behavior / social skills training, speech / language therapy, developmental therapy and physical and occupational therapy. With the goal of preparing children for future school success, the Early Childhood Program staff work closely with agencies, child care providers, physicians, universities, and parents to build the foundation for educational partnerships prior to kindergarten.

In an effort to promote developmental appropriate services for all children the Early Childhood Program provides technical assistance to child care providers in over 220 facilities. Services are provided and delivered through a free and appropriate public education which may include interaction with peers who are developing normally, coordination with other agencies, public school based classrooms, public and private preschools such as daycare centers and head start centers, itinerant based services and home based for children with medical needs.

The Arch Ford Early Childhood Program works collaboratively with Yale University and has successfully provided the Mutt- i- grees social emotional curriculum in eleven districts. The curriculum is also implemented in the Arch Ford ABC classroom for children with disabilities. Active training is being offered to grow the social emotional curriculum in the 26 districts to build capacity for social emotional learning for future kindergarten success.

The program is monitored by the Arkansas Department of Education, Special Education Division and has been in compliance meeting all standards and regulatory procedures. The Early Childhood Special Education Program is actively building the foundational capacity for preschool inclusion training to grow through all of the 26 districts that are served to daycare, ABC Programs, and HeadStart Programs. Parents are encouraged to actively participate in all aspects the program and offer input regarding their child. Parent surveys are conducted each year. Activity packets were disseminated to all students to enhance the carryover process during the summer months and encourage parent and child interactions.

EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: 5

For this number above, please provide the number in each of the following racial classifications:

White 4

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2015-2016 school year: 42

For this number above, please provide the number in each of the following racial classifications:

White 40

African American 2

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 8

For this number above, please provide the number in each of the following racial classifications:

White 8

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2015-2016 school year: 10

For this number above, please provide the number in each of the following racial classifications:

White 9

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 2

For this numbers above, please provide the number in each of the following racial classifications:

White 1

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2015-2016 school year: 22

For this number above, please provide the number in each of the following racial classifications:

White 21

African American 1

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

PROGRAM: **Accounting**

FUNDING SOURCE: Base, District, Federal Grants, State Grants

COMPETITIVE GRANT: Yes ___ No ___

RESTRICTED: Yes ___ No ___

PARTICIPATING DISTRICTS: Atkins, Bauxite, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

PERSONNEL: Stephanie Atkinson, Business Manager
 Amanda Linn, Accounts Payable

GOAL:

- To provide financial support to all programs and participating districts of the Cooperative

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
2005	BASE FUNDS	2,749,290.11	2,133,281.15	133,319.74	.00	2,146,831.74	2,869,059.26
2007	LITERACY SERVICES	391.48	.00	.00	.00	302.03	89.45
2008	HOME SCHOOL	103,501.98	.00	.00	.00	103,501.98	.00
2009	CLASS	13,732.85	.00	.00	.00	4,280.75	9,452.10
2010	DYSLEXIA PD AND IMPL	112,932.68	.00	.00	.00	82,245.81	30,686.87
2011	YALE 2C	1,361.91	.00	.00	.00	.00	1,361.91
2012	FACILITIES	84,055.83	177,696.28	.00	.00	219,661.11	42,091.00
2013	ALE CROSSROADS	133,768.35	1,847,695.70	.00	.00	1,946,375.64	35,088.41
2014	ELF	649.09	.00	.00	.00	577.10	71.99
2015	ELLA	968.91	.00	.00	.00	627.93	340.98
2016	DL CONSORTIUM	626,739.26	1,069,196.77	.00	.00	946,632.71	749,303.32
2017	TECHNOLOGY	98,374.53	168,492.00	.00	.00	214,991.42	51,875.11
2018	AGRI SCIENCES AND TE	8,860.75	45,600.00	.00	.00	35,121.13	19,339.62
2019	BUSINESS AND MARKETI	45,852.62	26,185.00	.00	.00	38,814.25	33,223.37
2020	FAMILY AND CONSUMER	38,424.39	71,336.40	.00	.00	41,851.18	67,909.61
2021	CTE PERKINS/LEADERSH	.00	24,053.47	.00	.00	24,053.47	.00
2022	SCHOOL IMPROV AND ST	10,888.71	5,200.00	.00	.00	9,710.29	6,378.42
2023	SKILLED AND TECH ED	24,695.04	26,196.82	.00	.00	17,681.61	33,210.25
2024	SPECIAL POPS/JAG	13,833.63	875.00	.00	.00	4,319.70	10,388.93
2025	CAREER GUIDANCE	18,241.15	30,200.00	.00	.00	29,853.89	18,587.26
2026	ARKANSAS WORKS	2,896.75	15,180.91	.00	.00	18,077.66	.00
2027	SCIENCE FAIR	470.11	.00	.00	.00	87.00	383.11
2028	MUTTIGREES	1,481.98	.00	.00	.00	1,046.25	435.73
2029	BEGINNING ADMIN MENT	.00	332,712.00	.00	.00	331,276.07	1,435.93
2030	ECH	455,457.08	437,980.00	.00	.00	850,886.68	42,550.40
2031	LEAD PRINCIPAL SREB	.00	5,000.00	.00	.00	1,000.00	4,000.00
2090	TEACHER RESOURCE CEN	937.49	.00	.00	.00	.00	937.49
2095	STAFF DEVELOPMENT	445,202.92	376,263.44	.00	.00	391,394.13	430,072.23
2099	COOP PURCHASING	113,506.98	1,358,955.02	.00	.00	1,360,218.24	112,243.76
2192	JAG MOU	.00	.00	.00	.00	.00	.00
2198	SCIENCE	.00	86,500.00	.00	.00	86,500.00	.00
2199	SCIENCE STANDARDS IM	303,507.06	.00	.00	.00	109,873.45	193,633.61
2225	TECHNOLOGY EQUIPMENT	6,361.26	.00	.00	.00	.00	6,361.26
2234	VIRTUAL ARKANSAS	264,553.30	3,301,053.84	.00	.00	3,560,335.99	5,271.15
2235	TECHNOLOGY IMPROVEME	50,000.00	.00	.00	.00	50,000.00	.00
2238	ACADEMIC IMPROV TRAI	398,449.30	.00	.00	.00	80,764.24	317,685.06
2240	SPECIAL ED	146,398.09	1,024,493.76	.00	.00	1,145,244.27	25,647.58
2244	EXTENDED SCHOOL YEAR	5,328.00	1,332.00	.00	.00	.00	6,660.00
2246	NOVICE TCHR IND	.00	1,200.00	.00	.00	1,200.00	.00
2260	PRESCHOOL	21,487.09	1,707,479.60	.00	.00	1,726,569.73	2,396.96
2271	PRE AP WORKSHOPS	17,257.72	7,250.00	.00	.00	1,658.00	22,849.72
2272	GIFTED AND TALENTED	26,286.97	80,327.80	.00	.00	82,182.23	24,432.54
2291	CTE COORDINATOR	.00	50,000.00	.00	.00	50,000.00	.00
2300	CTE PD CLERK	.00	30,000.00	.00	.00	30,000.00	.00
2340	JAG GUY/ATKINS	46,329.06	.00	.00	.00	46,329.06	.00
2361	DIGITAL LEARNING	81,056.08	1,491,750.00	.00	.00	503,966.24	1,068,839.84
2362	ESC TECHNOLOGY CENTE	24,813.39	75,000.00	.00	.00	91,678.69	8,134.70

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2365	ABC	.00	98,440.00	.00	.00	98,440.00	.00
2381	SMART START LITERACY	.00	432,500.00	.00	.00	432,500.00	.00
2382	SMART START MATH	21,788.78	86,500.00	.00	.00	108,288.78	.00
2383	LITERACY STAFF DEVEL	1,105,271.87	248,759.00	.00	.00	74,810.61	1,279,220.26
2384	STUDIO SCHOOL MATH	69,386.49	61,039.77	.00	.00	56,571.10	73,855.16
2903	AIMMS	95.47	2,007.70	.00	.00	903.17	1,200.00
2906	ERZ SUPPORT PROJECT	19,516.12	.00	.00	.00	19,516.12	.00
2931	BROADBAND PROJECT	564.58	.00	.00	.00	564.58	.00
2941	COMPUTER SCIENCE	.00	70,836.30	.00	.00	3,042.89	67,793.41
TOTAL NO	FUND GROUP TITLE	7,714,967.21	17,008,569.73	133,319.74	.00	17,182,358.92	7,674,497.76
6570	CARL PERKINS	.00	348,423.21	.00	.00	348,423.21	.00
6571	CTE CCSS/FRAMEWORKS	.00	26,300.37	.00	.00	26,300.37	.00
6578	PLANNING GRANT	.00	416,652.00	.00	.00	416,652.00	.00
6701	SLP SUPPORT	.00	77,070.00	.00	.00	66,532.79	10,537.21
6705	BEHAVIOR SUPPORT	2,115.66	132,883.50	.00	.00	132,458.82	2,540.34
6706	TRANSITION	.00	137,000.00	.00	.00	120,573.56	16,426.44
6710	EARLY CHILDHOOD	118,345.14	358,222.54	.00	.00	476,567.68	.00
6749	MEDICAID FOR PRESCHO	116,692.42	169,174.73	.00	.00	238,492.28	47,374.87
6750	MEDICAID	64,313.62	.00	.00	.00	.00	64,313.62
6752	ARMAC	52,750.62	34,709.00	.00	.00	44,717.54	42,742.08
6756	IMPROVING TEACHER QU	.00	22,670.00	.00	.00	22,670.00	.00
6757	IMPV TEACHER QUALITY	.00	.00	.00	.00	.00	.00
6790	JAG PROJECT	.00	.00	.00	.00	.00	.00
TOTAL NO	FUND GROUP TITLE	354,217.46	1,723,105.35	.00	.00	1,893,388.25	183,934.56
TOTAL		8,069,184.67	18,731,675.08	133,319.74	.00	19,075,747.17	7,858,432.32

PROGRAM: **Arkansas Public School Computer Network (APSCN)**

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED: Yes X No _____

PARTICIPATING DISTRICTS: Atkins; Clinton; Concord; Conway; Dover; East End; Greenbrier; Guy Perkins; Heber Springs; Hector; Mayflower; Mt. Vernon/Enola; Nemo Vista; Perryville; Pottsville; Quitman; Russellville; S. Conway County; Shirley; Southside Bee Branch; Vilonia; West Side; Wonderview

PERSONNEL: Chere Turner, BS

GOAL:

- To assist schools within the Arch Ford Coop area with their Student Management System (SMS) electronic records system and meeting statewide guidelines.
- To assist district with Cognos reports.
- To assist districts with day-to-day problems and training in the SMS software
- To assist with training and the electronic submission of the Statewide Information System Report Cycles required by the Arkansas Department of Education.
- Train and assist in the software conversion from Student Plus to eSchool.

PROGRAM SUMMARY

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide Student Management System software to electronically submit data to the Department of Education as required by law. The software is used to store district, school, and student data. The SunGard Student Management Systems Applications provided by APSCN is computer software used primarily to process and maintain student records. The modules include: Demographics, Attendance, Scheduling, Report Cards, Transcripts, Interim Progress Reports, Discipline and Medical. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Implementation of new software for Statewide reporting, Cognos Report Writing, Next Year Scheduling and Year End Rollover.

MAJOR HIGHLIGHTS OF THE YEAR:

- State Report Cycle Training and workshops for all Arch Ford districts
- Review and Training for each of the 9 Student Management software modules
- Cognos Report Writer Training
- Various workshops to assist with trouble shooting and entering data
- Help prepare districts for the Sungard eSchool conversion. Training districts in setup and implementation of eSchool software.

PROGRAM: Career and Technical Education

FUNDING SOURCE: Department of Career Education and
District allocations of Carl D. Perkins Federal Funds

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING X **NONRESTRICTED FUNDING** ____

PERSONNEL: Lori Mitchell, CTE Coordinator, M.S.E.
Angie Zimmerman, CTE Academic Attainment Specialist, M.S.E.

Participating Districts: 24

Atkins	Clinton	Danville
Dardanelle	Dover	East End
Greenbrier	Guy-Perkins	Heber Springs
Hector	Mayflower	Mt.Vernon/Enola
Nemo Vista	Perryville	Pottsville
Quitman	Russellville	Shirley
South Side	South Conway County	Two Rivers
Western Yell County	West Side-Greens Ferry	Wonderview

- GOAL:**
- To provide Career and Technical Education instructors quality staff development to enhance student achievement
 - To encourage the development and implementation of advanced technologies in the improvement of Career and Technical Education Programs.
 - To provide a comprehensive career planning system for all secondary students within our consortium schools.

PROGRAM SUMMARY:

The Career and Technical Education Department has the responsibility to develop and coordinate the Carl D. Perkins Program. This includes proposal writing for consortium schools, managing the budget, and providing accountability information to the Department of Career Education. It is our goal to serve as a liaison between our member schools and the Career and Technical Education state staff in the collection of data; evaluation of programs; assistance to new instructors; and continuing staff development for all career and technical education instructors. Staff development includes such initiatives as; Career Action Planning, Student Competency Testing, Integration of Academic and Career and Technical Education, Accountability in the CTE Classroom and Instructional Strategies in the CTE Classroom. We also provide Career Development for all 8th grade students. The Career and Technical Education Department will continue to encourage the development, implementation, and improvement of Career and Technical Education Programs by supporting curriculum changes that move students along to current industry standards and purchasing equipment to teach the new-advanced technology.

Major Highlights of the Year:

- Our Perkins consortium performed above the State targets on the Perkins Performance Indicators in the following areas:
 - Literacy - +2.91%
 - CTE Skill Attainment – +2.87%
 - School Completion - +1.97%
 - High School Graduation – +7.97%
 - Placement of CTE Completers – +.28%
- Wrote and received 3 New Program Start-up Grants for Dover School District (Management), Heber Springs School District (Animal Systems) and West Side-Greens Ferry School District (Internship) = \$65,019.90
- Obtained CTE Completer Data for 24 high schools and provided each completer with a CTE Completer Certificate
- Handled all financial duties for the Department of Career Education's Career Guidance Mentorship Program.
- Served as the Career and Technical Education representative on the Arkansas Department of Education's Committee of Practitioners
- Obtained CTE Placement Data for 24 high schools
- Obtained CTE Student Certification Data for 24 high schools
- Assisted all CTE Instructors with the ACE Teacher Information System and On-line Student Competency Testing System
- Provided Student Competency Test results to all cooperative high schools
- Provided professional development in the areas of Career Planning, Student Engagement, Literacy Coaching, Support of LDC, Classroom Management, TESS.
- Prepared, budgeted and managed the Perkins Consortium with 24 member districts with a total allocation of \$379,630.00
- Hosted our second annual CTE Regional Business Partnership Council Meeting with 200 participants representing Business/Industry, Economic Development, Post-Secondary Education, and Secondary Education

ARCH FORD PERKINS CONSORTIUM PERFORMANCE DATA

INDICATOR	ACTUAL PERFORMANCE			ANNUAL INCREASE	2015-16 TARGET
	2012-13	2013-14	2014-15		
Academic Attainment-Literacy	67.65%	73.51%	78.91%	5.40%	76.50%
Academic Attainment-Geometry	78.36%	82.81%	78.00%		79.00%
Technical Attainment	74.94%	82.63%	80.87%		75.00%
High School Completion	93.76%	97.25%	97.97%	.72%	96.50%
High School Graduation	91.68%	97.25%	97.97%	.72%	91.00%
Placement	92.67%	94.48%	95.28%	.80%	94.70%
Nontraditional Participation	27.57%	29.59%	25.32%		28.50%
Nontraditional Completion	30.67%	18.94%	20.16%	1.22%	27.25%

Participant: a student enrolled in 1 credit or more, used for the Nontraditional Participation measure.

Concentrator: a student enrolled in three units within a program of study, used for the Literacy, Geometry, Completion, Graduation and Technical Attainment measures.

Completer: A student, who completes a program of study and graduates, used for the Placement and Nontraditional Completion measures.

Academic Attainment Literacy: number of CTE concentrators who have met the proficient/advanced level on the statewide high school reading/language arts assessment.

Academic Attainment Geometry: number of CTE concentrators who have met the proficient/advanced level on the statewide high school mathematics assessment.

Technical Attainment: number of CTE concentrators who were proficient on assessments taken within the program of study.

High School Completion: number of CTE concentrators that graduate plus the number of CTE concentrators that receive a GED during the reporting year.

High School Graduation: number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate.

Placement: number of CTE concentrators who successfully completed the program of study and graduated from high school and who were employed, enrolled in post-secondary, or in the military six months following graduation.

Nontraditional Participation: number of nontraditional gender students enrolled in one or more units within a program of study that is nontraditional for their gender during the reporting year.

Nontraditional Completion: number of nontraditional gender concentrators who successfully complete programs of study designated nontraditional and graduate from high school during the reporting year.

PROGRAM: **Community Health Nurse & Promotion Specialists**

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes ____ No x

RESTRICTED FUNDING: **NONRESTRICTED FUNDING** x

SCHOOL DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

(Note: Community Health Promotion Specialist also covers all counties in Western WAESC Co-op)

PERSONNEL: **CHNS: Cindy Jones, RN**

GOAL: Provide technical assistance to schools in order to promote, improve and support student health

PROGRAM SUMMARY:

Provide technical assistance to schools to assist schools to:

- adopt tobacco-free policies and implement best practices for tobacco prevention and cessation
- adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School Health and emerging public health issues
- strengthen school wellness committees and fulfill state and federal mandates
- inform communities of school health issues and current public health policy

Provide education and training to:

- certify school nurses and conduct mandated health screenings
- provide school nurses with professional continued education related to school health
- inform schools and communities of school health resources, available trainings, and grant opportunities
- promote research-based, best practice, comprehensive health education curriculum to school nurses and school staff
- provide presentations for students, staff and community members regarding health, tobacco, obesity prevention, injury prevention and related health issues
- assist in grant seeking for health and community projects
- provide information about health care resources
- provide continuing education aimed at health and physical education teachers

MAJOR HIGHLIGHTS OF THE YEAR:

Position: CHNS (Nurse):

A small sampling of the work provided by the CHPS includes the following:

- Served as community-to-school health liaison as an active participant on wellness committees and community coalitions including, but not limited to: Safety Shower Committee-Morrilton, Conway, Community Service Incorporated Taskforce, Russellville health subcommittee, Coordinated School Health physical activity workgroup, Cleburne County grant, Arkansas Coalition for Obesity Prevention.
- Increased assistance for injury prevention projects, including several ATV safety events, technical assistance, worksite wellness and teen driving.
- Broadened scope of technical assistance via some outreach to every school district and wellness committee/School Health Index training to those schools willing to host a workshop.
- Increased data and evaluation capability by surveying PE/health teachers/nurses, creating and utilizing workshop evaluations, collecting data for multiple grant applications, scheduling and providing workshops to assist school wellness committees in the use of BMI data, YRBS, BRFSS, County Health data and PROFILES in order to evaluate their efforts.
- Attempted to increase awareness of the role of the CHNS and of public health via increased public appearance at schools, after school events, community coalitions, and health fairs. Completed a NW Arkansas CHPS CHNS brochure including roles and biographies on each CHPS and CHNS.

Summer workshops included 1) Wellness 2) School Health Index 3) CPR 4) First Aid 5) Back to school nurse workshops

- tobacco prevention efforts continued in conjunction with school nurse, health fairs, worksite assistance for tobacco free policies and SHI assistance to schools.

PROGRAM: Consolidated Purchasing Services

FUNDING SOURCE: Base Fund: Local-Pass through participating districts

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED _____ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, S. Conway County, South Side, Two Rivers, Vilonia, West Side Greers Ferry, Western Yell Co., Wonderview. All other schools in Arkansas are eligible, with most participating. Several other states also participate, including: Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Mississippi, Missouri, Tennessee, Texas, Washington and Wisconsin. (250+ Districts in all)

PERSONNEL:	Tricia Miller	Purchasing Supervisor
	Teresa Vincent	Asst. Purchasing Supervisor
	Ricky Via	Delivery
	Alvin King	Warehouse Manager
	Judith Jones	Warehouse
	Matthew King	Delivery/Warehouse Assistant

GOAL:

- To assist large and small school districts in increasing their purchasing power
- To make the purchasing program accessible to all educators
- To maintain warehouse inventory for purchases throughout the year
- To assist schools in getting supplies in a timely manner
- To continually increase buying power to provide schools with lowest possible prices year round
- To provide easy shopping, either by fax, on-line or in-house
- To provide superior delivery services than common carriers

PROGRAM SUMMARY:

The Arch Ford Education Co-Operative Purchasing Department was established in 1985 when 30 school districts pooled their resources in order to bid for quantity discounts on a few items. While consolidated purchasing is no longer a new concept, Arch Ford paved the way for Arkansas schools to reap the benefits of cooperative purchasing. Not only does this help in the area of monetary savings, but it also maintains the schools compliance with Arkansas Bid Laws. Entire warehouse inventory is competitively bid, which allows smaller schools without purchasing personnel to benefit from quantity based pricing. Another advantage afforded to Arch Ford cooperative schools is free delivery. The purchasing department has scheduled deliveries at least twice a month to cooperative schools. The Arch Ford delivery staff delivers supplies to any location within the school instead of dropping it at the front door like most common carriers.

The Purchasing Department has over 28,000 square feet of inventory storage space. This has allowed inventory expansion and the introduction of new products as they become available and requested. Given the current market on copy paper, this amount of space allows the purchase of enough paper, approximately 8400 cases, to provide Arch Ford co-operative schools with paper at a level price throughout the year. In addition, the Purchasing Department will deliver whatever amount of paper a facility is physically capable to store, eliminating the schools need for excess storage areas.

Major Department Highlights:

The Purchasing Department supports schools in a variety of ways, including:

- Monetary savings on items ranging from 20% to 50%
- Will pack individual teacher orders or bulk campus orders
- Will invoice orders to district specifications, either one “bulk” invoice and total, or individual invoices by teacher. This allows bookkeepers to monitor the individual teacher accounts more efficiently.
- Competitively bid all inventory annually to maintain compliance with Arkansas Bid Laws
- All Back-to-School orders delivered before the first day of school

PROGRAM: Cooperative Print Shop

FUNDING SOURCE: Base Funds/Local Purchase of Services

COMPETITIVE GRANT: Yes____ No X

RESTRICTED FUNDING____ **NONRESTRICTED FUNDING** X

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Hector, Mayflower, Mount Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side Bee Branch, Two Rivers, Vilonia, Westside Greers Ferry, Western Yell County, Wonderview.

PERSONNEL: Vicky Evans, Supervisor
Scottie Johnson, Print Shop Assistant
Mary Earnhart, Printer

GOAL:

To equip the print shop with the latest printing technology and machinery available in order to provide more timely and cost effective printed materials for our school districts

PROGRAM SUMMARY:

Arch Ford Education Print Shop provides cost efficient printing for education-based organizations within and outside the Arch Ford Cooperative region.

MAJOR HIGHLIGHTS OF THE YEAR:

- Printed 1400 Booklets For New Science Standards
- Purchased Eclipse 27 Laminator from Staff Development
- Visited School Districts to Advertise Printing

PROGRAM: **Crossroads Alternative Learning Centers**

FUNDING SOURCE: **Combined Participating Local School Districts**

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED FUNDING X **NONRESTRICTED FUNDING** _____

PARTICIPATING DISTRICTS:

Atkins, Conway, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Mayflower, Mt. Vernon-Enola, Perryville, Pottsville, Quitman, Rose Bud, South Conway County, South Side Bee Branch, Vilonia, Westside Greers Ferry, Wonderview

PERSONNEL:

Jason Burkman, Alternative Learning Services Director
Rafeal Marlow, Conway Program Supervisor
Keri Burkman, School Improvement & State Compliance Supervisor
Jeff Hart, JAG Supervisor
Gary Childress, Crossroads Atkins 7-12 Campus Supervisor
Curtis Bradley, Crossroads Quitman 5-12 Campus Supervisor
Steven Wallace, River Valley K-12 Campus Supervisor/Lead Teacher
Kasey Porchia, River Valley K-12 Campus Supervisor/Admin. Asst.
Todd Parker, Crossroads Conway K-4 Campus Supervisor
Edward Gibson, Crossroads Conway 5-8 Campus Supervisor/Admin. Asst.
Nicheyta Raino, Behavior Interventionist
Christy Mancil, Behavior Interventionist
Ashley Ralston, Crossroads Teacher
Nick Trusty, Crossroads Teacher
Kimberly Sexton, Crossroads Teacher
Jamie Howard, Crossroads Teacher
Sarah Catlett, Crossroads Teacher
Shelly Pelts, Crossroads Teacher
Ginny Chaney, Crossroads Teacher
Jessica Hance, Crossroads Teacher
John Hill, Crossroads Teachers
Virginia Byrd, Crossroads Teacher
Kim Stone, Computer Lab Facilitator
Lynn Failla, Computer Lab Facilitator
Borris Scott, Computer Lab Facilitator
Bobbi Haralson, Computer Lab Facilitator
Lynda Horton-Clark, Computer Lab Facilitator
Bridgett DeLancey, Computer Lab Facilitator
Kourtney Bradley, Computer Lab Facilitator
DeShannon Dennis, Administrative Assistant
Tommy Hargis, Administrative Assistant
Rachell Wells, Administrative Assistant

PROGRAM SUMMARY:

The Division of Alternative Learning Services Crossroads Alternative Learning Centers provide intervention services to students from participating districts referred to the programs who are in need of a non-traditional route to their education who exhibit the qualifying characteristics to be considered as at-risk.

PROGRAM GOALS:

- To provide intervention services to at-risk students who are referred by districts to qualify for an alternative learning setting
- To provide a non-punitive educational setting for at-risk students to help them overcome or eliminate barriers to success in traditional settings
- To provide mental health services to all students and families
- To provide smaller class sizes to support at-risk students' needs
- To promote an instructional delivery methodology using high-yield strategies utilizing direct instruction for the core components
- To promote a learning environment that utilizes computer labs and integrates technology that is dedicated to providing elective and credit recovery instruction
- To customize an approach by developing and implementing student action plans that are tailored to meet/exceed the goals set for each participating student
- To transition eligible students back to their sending districts who have overcome or eliminated the barriers that contributed to being referred to the alternative learning setting

MAJOR HIGHLIGHTS OF THE YEAR:

- Expanded from three campuses during the 2014-2015 school year to nine-campus during the 2015-2016 school year
- Arch Ford Career Academy received the 5 of 5 award as being recognized as one of the top four JAG (Jobs for Arkansas Graduates) programs across the state
- Crossroads Conway K-4 Campus received the Model Program Award from the Arkansas Department of Education
- River Valley 9-12 Campus received the Model Program Award from the Arkansas Department of Education
- Assisted districts to receive state waivers for 22 school districts to offer a flexible model for the upcoming school year for the newly formed Hub program

PROGRAM: Directors Office/Administration

FUNDING SOURCE: Base Funds

RESTRICTED FUNDING X **NONRESTRICTED FUNDING**

PERSONNEL: Phillip Young, Director, M.S.E. Ed.S.
Stephanie Koontz, Bookkeeper, B.S.
Amanda Stewart-Linn, Bookkeeping Assistant
Lindsay Wofford, Executive Assistant, B.S.
Susan Corning, Receptionist/Administrative Assistant

PROGRAM SUMMARY:

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing and executive boards for recommendations on personnel, program changes, new programs, and routine daily management and operations. A primary responsibility centers upon his attending statewide meetings for the purpose of keeping the school boards and superintendents informed on matters relating to the legislative, state board, or other policy making bodies. He serves as liaison to the State Department of Education for member districts.

FINANCES:

The program funds are divided into State, Local, and Federal Programs. State and Local Programs are those programs that are either funded by state grants or revenue received from local school districts. Each program’s funding operation is expected to support the program activities.

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes_____ No____x__

RESTRICTED Yes **NONRESTRICTED** _____

PARTICIPATING DISTRICTS:

PERSONNEL:

Cathi Swan, Superintendent –State Coordinator of Digital Learning, BSE, MSE
Mike Lar, Virtual Arkansas Director of Operations, BS, MBA, ED.D, ABD
Junior Stormes, Director of Technology, BS
John Ashworth, Virtual Arkansas Director of Academics, BSE, MSE
Lisa Russell, Team Digital Member, BSE
Gerard Newsom, Team Digital Member, BA
Rachel Schell, Team Digital Member, BS, MS
Ashley Pruitt, State Coordinator Administrative Assistant, BA
Alex Munn, Central Office Administrative Assistant, BA

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning.

www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- Presented at TICAL on the Future of Blended Learning
- Held statewide school consultations on the planning and implementation of Blended Learning
- Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed an Educational Cooperative Promotional Video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing/Promotional video for the Essentials of Computer Science and Computer Programming
- Presented at the 3rd Annual Data Conference

PROGRAM: **Early Childhood Special Education**

FUNDING SOURCE: Federal and State Grant / ADE

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED X **NON-RESTRICTED** ____

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, Southside/Bee Branch, Two Rivers, Vilonia, Western Yell, Westside, Wonderview.

PERSONNEL:

Tina Rooks, Early Childhood Special Education Director (E.d. S)
Judy Clay, Retired part time Early Childhood Special Education Director (M.S.E.)
Lezlie Arnold, Speech Pathologist (M.S.E.)
Tricia Benish, Behavior Specialist (Ph.D)
Tricia Biggers, Speech Pathologist (M.S.E.)
Ashley Bingman, Early Childhood Special Education Teacher (M.S.E.)
JoAnna Blocker, Early Childhood Special Education Teacher (M.S.E.)
Karen Boatner, Early Childhood Special Education Teacher (M.S.E.)
Christi Berry, Speech Pathologist (M.S.E.)
Claire Bussey, Speech Pathologist (M.S.E.)
Samantha Carter, Speech Pathologist (M.S.E.)
Cathy Dennis, Early Childhood Special Education Teacher (M.S.E)
Lori Dial, Speech Pathologist (M.S.E.)
Elizabeth Dunn, Early Childhood Special Education Teacher (M.S.E.)
Crystal Eary, Speech Pathologist (M.S.E.)
Meggie Ford, Speech Pathologist (M.S.E)
Melissa I. Freeman, Early Childhood Special Education Teacher (B.S.E.)
Melissa A. Freeman, Speech Pathologist (M.S.E.)
Nikita Galla Tarrants, Speech Pathologist (M.S.E)
Robin Gattis, Speech Pathologist (M.S.E.)
Cindy Harmon, Speech Pathologist (M.S.E.)
Beth Harness, Early Childhood Special Education Teacher (M.S.E.)
Jennifer Jordan, Early Childhood Special Education Teacher (M.S.E.)
Julie Kelley, Para Educator (AA)
Debbie Kreun, Para Educator
Arlene Leslie, Data Entry / Office
Danielle Matthews, Speech Pathologist (M.S.E.)
Karen Moore, Medicaid/Office Clerk (A.A.S.)
Audrey Anna Mortenson, Speech Pathologist, (M.S.E.)
April Nash, Early Childhood Special Education Teacher (M.S.E.)
Rhonda Nosal, Speech Pathologist (M.S.E.)
Kristi Olson, Early Childhood Special Education Teacher (B.S.E)
Trudy Pearson, Speech Pathologist (M.S.E.)

Danielle Schulze, Speech Pathologist (M.S.E.)
Lauren Faulk, Early Childhood Special Education Teacher (M.S.E.)
Melinda Smith, Early Childhood Special Education Teacher (B.S.E.)
Tara Stevenson, Speech Pathologist (M.S.E.)
Amy Ward, Early Childhood Special Education Teacher (M.S.E.)
Pam Tomlinson, Para Educator (A.A.)
Phyllis Tucker, Administrative Assistant (B.B.S.)
Jill Hollowell, Early Childhood Special Education Teacher, (B.S.E.)
Sarah Wilson, Para Educator, ABC
Keri Wyatt, Speech Pathologist (M.S.E.)

GOAL:

- To identify children ages three to five in need of special education services through screenings and evaluations
- To provide developmentally appropriate special education services for identified preschool children ages three to five through an Individual Education Program
- To enhance teacher awareness of current best practices through high quality professional development
- To provide supports for child care providers in the delivery of services for children with special needs

PROGRAM SUMMARY:

The Arch Ford Early Childhood Program is a mandated special education preschool program for children with disabilities ages three to five. The services are offered in accordance with the Individuals with Disabilities Education Act on behalf of the local school districts.

A child may be eligible for special services if he/she is experiencing difficulties which interfere with normal development in the following areas: speech/language, vision, hearing, motor skills, behavioral/social skills or cognition/readiness skills. Services are provided at no cost to the family. Services include screenings, evaluations, preschool instruction, speech/language therapy, physical/occupational therapy and other appropriate services. Services are provided and delivered through a free and appropriate public education which may include interaction with peers who are developing normally, coordination with other agencies, public school based classrooms, public or private preschools such as daycare centers and head start centers, itinerant based services, and home based instruction.

Special Education due process procedures are followed for all children in the Early Childhood Program. The Program is monitored by the Arkansas Department of Education, Special Education Division. The Program receives state and federal funding based on December 1 Child Count. There is no cost to the family for services. However, Medicaid and private insurance are billed when appropriate.

Major Highlights of the Year:

- Conducted screenings in child care settings throughout the cooperative area
- The December 1, 2015 child count was 682.
- Implemented the Mutt-i-grees Social Learning Curriculum in child care settings in the cooperative area.

- Served as a cooperative partner with Yale University for the social emotional curriculum in the Arch Ford ABC classroom and child care centers
- Provided training and technical support for day care personnel
- Provided staff development training opportunities based on needs survey
- Conducted team meetings and consultations for program data analysis
- Continued Interagency collaboration with head start, Department of Human Services, Arkansas Better Chance, child care providers, related service providers, public schools, and health departments
- Contracted with Arkansas Children's Hospital for direct Audiology Services for children including screenings and evaluations
- Continued implementation of the Rethink Program which provides evidence based practices for children, parents, and teachers.
- Updated technology equipment for staff to use in direct therapy with children
- Trained early childhood and school age staff on transition procedures
- Actively involved in Arkansas Preschool Plus Partnership/ Businesses
- Transition books/packets provided to preschool children entering kindergarten
- Provided summer activity packets for families for parental involvement
- Participated in ARMEA activities and trainings.

*Rethink Leadership Implemented with Facilitated Tiered Learning for Positive Behavior Outcomes and Increasing Social and Emotional Learning for future Kindergarten Success.

* Implemented new ABC BIT Inventory for all counties

Implemented Required implementation of CLASS ASSESSMENTS of SEAS Program to increase outcomes of preschool children and increase outcomes of IEP's to protect from litigation.

Served on Committee for ABC Chairperson to Review/Revise ABC Regulations for State

Served on Committee for Early Childhood with UCA at Morrilton

Served on Committee for Early Childhood with CAPCA Headstart for Faulkner County

Accepted Invitation to serve on Committee for Save the Children Headstart for Increasing Social Emotional Outcomes and reducing Physical, Emotional, and Sexual Abuse to PreSchool Children in Russellville.

Provided Trainings for best practice in today's world of litigation, changes of due process in relation to Department of Education requirements.

Implemented required make up therapy for all children built into schedule for documentation of compensatory education when the student is absent and/or when the teacher is absent for any reason to eliminate litigation for compensatory education.

Implemented TESS Pilot Project with all EC Teachers, Behavior Specialists, and Speech Pathologists.

Pilot Project required 13 to participate with TESS Pilot Project according to new staff requirements.

Community Resource Guides were created for staff and families in Faulkner County to collate resources for parents, staff, and community stakeholders. Community Resource Guide was created in Russellville for Speech Therapy to increase parental communication of how to work with students at home. Community Resource Guide was created in Van Buren County for the same above reason.

EC staff has streamlined technology with utilizing Google applications.

Literacy Tool Kits have been purchased for Speech Pathologists to implement in speech therapy to increase preschool literacy outcomes through therapy.

PROGRAM: **Arkansas Better Chance Program (ABC Program)**

FUNDING SOURCE: ABC Grant

PERSONNEL: Karen Boatner, ABC Teacher, MSE
Pam Tomlinson, Para Educator, AA

RESTRICTED FUNDING **X** **NONRESTRICTED FUNDING**

PROGRAM SUMMARY:

The Arch Ford ABC Program is a program designed to provide safe, healthy, nurturing experiences for preschool children in a developmentally appropriate setting. In order to be accepted into an ABC Preschool Program, the child must qualify under one or more of the following areas:

- 1) Income Level as listed on the application form
- 2) Teenage Parent
- 3) Low Birth Weight (under 5 1/2 lbs.)
- 4) Parent without high school diploma or GED
- 5) History of abuse/neglect or drug/alcohol abuse
- 6) Disability under IDEA
- 7) Failed developmental screening
- 8) English as a second language

FUNDING STATEMENT:

The Arch Ford Cooperative received a grant for the ABC Program funded through the Arkansas Division of Child Care & Early Childhood Arkansas Department of Education. The ABC Program has established a Parent Advisory Board that meets monthly to work with the teacher and para-educator to enhance each child's learning experiences and educational opportunities. There is no cost to the family for a child to be enrolled in the ABC Program.

ARCH FORD ABC SITE: Conway

Holds District II position for AGATE

PROGRAM: **Gifted and Talented**

FUNDING SOURCE: Local and State Grants from ADE

PERSONNEL:

<u>POSITION</u>	<u>NAME</u>
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G/T Specialist, A/P Specialist	Sally Stuart
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RESTRICTED FUNDING X **NONRESTRICTED FUNDING**

Participating Districts:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

PROGRAM GOALS:

- To deliver appropriate educational services to students in grades K-12 who possess talents and gifts evidenced by the interaction of above average intellectual ability, task commitment, motivation, and creative ability to help students realize their potential.
- To ensure the identification of gifted and talented students who possess high potential or ability and learning characteristics and educational needs which require qualitatively differentiated educational experiences and/or services in grades K-12.
- To ensure that G/T teachers and Coordinators are provided with support and opportunities for professional growth.
- To provide administrative training for G/T Coordinators in instructional leadership.
- To offer technical assistance to G/T Teachers and Coordinators in areas of concern including curriculum, technology, and state standards for G/T education.
- To provide professional development to help schools meet the educational needs of gifted and talented students
- To be a liaison with the OGTAP/ADE, schools, parent and professional groups, public and private agencies, and to conduct public awareness and advocacy programs.
- To organize student activities that will benefit all students in cooperative area schools.
- To provide Advanced Placement information and training to AP and Pre-AP teachers and Advance Placement coordinators.

PROGRAM SUMMARY:

Assistance is provided to local school district administrators and gifted and talented district coordinators and teachers through consulting and training services including meetings at the Co-op, visits to schools, and staff development in-service training. Supervision is provided to assure that services to students are delivered, school records are accurate, and school GT Action plans are in compliance. The specialist serves as the liaison with ADE/OGTAP office and works closely with the state AGATE (Arkansans for Gifted and Talented Education) and AAGEA (Arkansas Association of Gifted Educational Administrators) organizations to develop public awareness and student programs.

The Specialist provided professional learning opportunities to support the delivery of G/T services during the year including the following programs:

- Secondary Course Content Workshop-Provided secondary teachers who have G/T students in their classrooms with strategies to provide differentiated curriculum for those students. Secondary teachers in the core disciplines are required to take this workshop.
- Pre-AP College Board Training for Strategies in English and Social Sciences-This workshop provides teachers with strategies in English and the social sciences to prepare students to be successful when they take Advanced Placement courses.
- Pre AP College Board Training for Mathematics-This workshop provides teachers with strategies in mathematics to prepare students to be successful when they take Advanced Placement courses.
- Pre AP College Board Training for Science-This workshop provides teachers with strategies in Science to prepare students to be successful when they take Advanced Placement courses.
- Quiz Bowl information and coaches' meetings-Information about how to conduct and coordinate quiz bowl tournaments and prepare students for competition is provided to participating schools in the cooperative area.
- Chess information and tournaments-Information about how to host a local tournament and prepare students for competition is provided to participating schools in the cooperative area.
- Collaborative Unit implemented again this year with topic of CSI. Several Schools joined it, while a few were unable to

Major Highlights of the Year:

- G/T Coordinators met eight times this year for ADE updates and instructional leadership training
- Advanced Placement Coordinators met for ADE updates and training as well as AP teachers who met for training
- Attended fall AAGEA Conference, AGATE Conference and the NAGC Conference
- Sponsored a practice day for Quiz Bowl, four Regional Quiz Bowls in the cooperative area, and the Final Quiz Bowl for the cooperative area
- Offered a Collaborative Unit for students to participate and share with other students outside their district
- Attend nine school monitoring visits by ADE/OGTAP for Arch Ford schools who were being monitored. Visited the monitoring schools at least twice and all other 15 schools at least one time. Two schools were visited 3-4 times due to new coordinators.
- Shared information to G/T teachers via emails and through the GT Arch Ford website
- Updated webpage as new information became available and categorized resources for G/T programs and added a Google site for quick access to meetings and registrations.
- Writers In The Schools Program conducted by University of Arkansas at Fayetteville Graduate Candidates in Creative Writing
- Provided resources and support for G/T teachers in meeting the needs of secondary G/T students
- Provided On-Site meetings to allow GT coordinators more one-on-one time to collaborate and strengthen their program and curriculum.
- 22nd Annual Elementary Chess Tournament
- Provided a "Student Share Fair" for students to showcase work from their GT classroom
- Promoted Advanced Placement and Pre-Advanced Placement courses and programs

PROGRAM: K-12 Mathematics Program

FUNDING SOURCE: Arkansas Department of Education, K-12 Mathematics Specialist Grant

COMPETITIVE GRANT: YES__ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Heber Springs, Quitman, West Side Greer’s Ferry, Nemo Vista, South Conway County, Wonderview, Conway, Greenbrier, Guy-Perkins, Mayflower, Mt. Vernon–Enola, Vilonia, East End Bigelow, Perryville, Atkins, Dover, Hector, Pottsville, Russellville, Clinton, Shirley, South Side Bee Branch, Danville, Dardanelle, Two Rivers, Western Yell, Academics Plus

PERSONNEL:	Nancy Via	K-12 Mathematics Specialist, MSE
	Kim Hughes	Secondary Math Specialist, MSE
	Janis Winfrey	Administrative Assistant

GOAL:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, parents, SPED, and Title I math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY:

Arch Ford Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2014-2015 include:

- **Common Core State Standards for Mathematics:** These 20+ trainings are 2-day courses designed to help teachers understand both common core content and mathematical practices.
- **Mathematics Design Collaborative (MDC):** MDC is an on-going professional development process that consists of tasks aligned to the Common Core State Standards that target those skills needed in mathematics. Formative assessment is used as a tool for monitoring what students are learning and identifying misunderstandings or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students. The focus of MDC was Algebra I and geometry. Participants attended 7 days of professional development and were provided a minimum of 6 on-site support visits during the school year.
- **Grades K-3 Cognitively Guided Instruction:** This statewide initiative utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and number sentences in order to assess and further students’ understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children’s thinking, strengthen children’s ability to reason about arithmetic, and build students’ capacity for algebraic reasoning.
- **Lesson Study:** This model modified to support teachers in long-term professional development such as CGI, ECM, and Common Core State Standards in Mathematics is utilized on a monthly basis to work with teams of

teachers at their school site. In lesson study teachers look carefully at what is to be taught (content) and what lessons would best support the learning and how (pedagogy) the lesson should be taught, teachers collaborate with one another, work on lessons and refining lessons and analyze student work. Protocols are used flexibly to connect the complexities of teaching mathematics and students.

MAJOR HIGHLIGHTS OF THE YEAR:

- Teachers participating in long-term PD
- On-site support of long-term PD through team meetings
- Model Teaching
- Pre/Post Observations in classrooms
- State Presentations

Summary of ADE Common Core Mathematics PD Courses for 2014-2015

Each course is created and made available in a variety of formats:

- Online (Moodle) – Six-week course with math specialist as course facilitator
- Face-to-Face Workshop – 2 or more days taught by math specialist or other trainer, including in-house district/school-based trainers
- PLC Meetings

*In the Online (Moodle) format, each course includes components that require participants to try out ideas with students, such as by posing problems, interviewing focus students, and/or developing and leading a class discussion or lesson.

PROGRAM: **Literacy**

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division
K-12 Literacy Unit

COMPETITIVE GRANT: Yes ____ No x

RESTRICTED FUNDING X **NONRESTRICTED FUNDING** _____

PARTICIPATING DISTRICTS: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell County, Wonderview

PERSONNEL: Teresa Parish, Literacy Specialist, MSE.
Cheryl Laughinghouse, Literacy Specialist, MSE
Tanya Newton, Literacy Specialist, B.S.
Nina Magie, Literacy Specialist, MSE
Jackie Roberts, Literacy Specialist, MSE
Janis Winfrey, Administrative Assistant

- GOAL:**
- To enhance teacher awareness and implementation of current best practices through high quality professional development
 - To meet the needs of students through integrated assessment and responsive instruction
 - To ensure that all students are meeting the state and national standards in literacy

PROGRAM SUMMARY:

Implementing a Comprehensive Literacy Framework for K-1 is a professional development developed by literacy specialists from ADE and educational service cooperatives to provide guidance and support in building and sustaining a comprehensive literacy system at the local level.

Implementing a Comprehensive Literacy Framework for 2-3 is a professional development developed by literacy specialist from ADE and educational service cooperatives to provide guidance and support in building and sustaining a comprehensive literacy system at the local level.

Implementing a Comprehensive Literacy Framework for 4-5 is a professional development developed by literacy specialist from ADE and educational service cooperatives to provide guidance and support in building and sustaining a comprehensive literacy system at the local level.

Implementing a Comprehensive Literacy Framework for 6-8 is a professional development developed by literacy specialist from ADE and educational service cooperatives to provide guidance and support in building and sustaining a comprehensive literacy system at the local level.

Comprehensive Literacy for Adolescent Student Success (CLASS) is a two-year professional development designed for grades 6-12 ELA and special education teachers in implementing a comprehensive research based approach to literacy instruction.

Literacy Design Collaborative (LDC) focuses on incorporating literacy instruction as the foundation of core subjects. LDC provides middle and high school teachers with a systematic framework for developing reading, writing, and thinking skills within various disciplines.

K-12 Instructional Facilitating professional development is designed to support implementation of instructional facilitators in Arkansas schools through embedded professional learning at designated sites.

Disciplinary Literacy professional development focuses on supporting content teachers as they view their roles as teachers of how to access and convey information within the various disciplines and technical fields.

Major Highlights of the Year:

The Literacy Department has supported schools in a variety of ways including:

- Curriculum Alignment
- Site-based literacy training in ICLF
- Team Meetings/Professional Learning Communities
- Formative Assessments
- Summative Assessments
- Data Analysis
- Classroom Observations utilizing protocols
- Dyslexia Informative meetings
- Lesson Planning
- Demonstration Lessons with Debriefing with staff
- Research-based Best Practice
- Common Core trainings
- Intervention training on-site
- Site-based Support for Instructional Facilitators (Yrs. I & II)
- LDC on-site support
- Disciplinary Literacy
- ACT Aspire trainings/support

PROGRAM: Local Facilities Partnership Funding

FUNDING SOURCE: Combined Participating Local School Districts

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED FUNDING _____ **NONRESTRICTED FUNDING** X

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, North Little Rock, Perryville, Pottsville, Quitman, Russellville, Shirley, South Side, Trumann, Two Rivers, Westside, Western Yell County, Wonderview

PERSONNEL:

<u>Position</u>	<u>Name</u>
Facilities Coordinator	Darrell Tessman

PROGRAM SUMMARY:

The Facilities Coordinator primarily serves as the liaison between school districts and the Division of Public School Academic Facilities and Transportation to assist in preparing and submitting the six year Facilities Master Plan and Partnership Project Applications.

PROGRAM GOALS:

- Complete and submit the Facilities Master Plan for each district in even numbered years and update the Facilities Master Plan for each district in odd numbered years.
- Represent districts, when requested, during the Preliminary Master Plan Review with Facilities Division during odd numbered years.
- Complete and submit Partnership Applications and other documentation required by the Division.
- Process payment requests to the Facilities Division for partnership projects.
- Provide School Dude, Asbestos and Safety training as needed. Add additional training when required in support of facilities.
- Provide technical support for Schooldude corrective and preventative maintenance work orders.
- Assist districts in preparing partnership project appeals to present to the commission if needed.
- Understand and disseminate current and updated laws and regulations pertaining to school facilities.

MAJOR HIGHLIGHTS OF THE YEAR:

- Approved for \$6,570,135 in the 2015-2017 biennium.
- All operations are now Google Cloud based and can be accessed from any computer (paperless).
- Continued success in performing Partnership Project payment applications for districts.
- Hosted asbestos training by Rylant Asbestos.
- Hosted Safety training by Risk Management for custodial and maintenance.
- Assisted some districts in implementation of Rave Panic Control Button.

PROGRAM: Professional Development/Teacher Center

FUNDING: Combined Local School Districts and ADE

PERSONNEL: Lenett Thrasher, Teacher Center Coordinator, Ed.S.
Marilyn Johnson, Instructional Leadership Specialist, MSE
Rebecca Anderson, Administrative Assistant

RESTRICTED FUNDING X **NONRESTRICTED FUNDING**

PROGRAM GOALS:

- To provide professional development for administrators, teachers, and other district personnel to increase student achievement and effective school reform
- To support school improvement initiatives generated by the Arkansas Department of Education
- To enhance program integration through effective communication and technical support

PROFESSIONAL DEVELOPMENT/TEACHER CENTER

This office has the responsibility of looking at the "Big Picture" of K-12 professional development that supports and enhances school improvement for all 26 districts within our cooperative region and 3 districts who participate from outside our region. The 2015-16 school year was spent responding to the needs of schools in the areas of curriculum, instruction, and assessment. A list of workshops provided during the year is included in this annual report.

One of the main focus areas for this school year was providing training and support for building an effective Response to Intervention (RTI) process in our districts. Dr. John McCook provided five sessions focusing on Tier I effective classroom instruction, the foundation for a successful multi-tiered system of support. Building teams were provided information on the purpose of different types of assessments and the use of the data from these assessments to assess student learning and evaluate the curriculum and instruction programs of the school. Guidance and support were provided in-district upon request. Arch Ford content specialists participated in a book study on *Simplifying Response to Intervention* and also researched methods of differentiating instruction for their specific content areas. The specialists held trainings in-district and will be providing sessions on differentiation during the summer 2016.

Dyslexia assessment and intervention has also been a strong need within our school districts for the 2015-16 school year. The Arch Ford Dyslexia Contact has held multiple meetings for the district dyslexia coordinators/leaders. During these meetings, the coordinators share training needs, discuss intervention programs, and problem solve together as they strive to meet the needs of students with dyslexia. Arch Ford has provided seventeen trainings from June 2015 to May 2016 to support districts in assessing, instructing, and providing effective interventions for these students. Additionally, the Arch Ford Dyslexia Contact has held trainings and provided support in districts on 19 separate dates this school year.

Training in the new Arkansas Science Standards has been a priority for this school year. Science leaders from ADE have met with curriculum coordinators. The Arch Ford Science Specialist provided training to science leaders in our buildings for K-4 and 5-8 as well as teacher training for elementary science during the school year. Training will continue in the summer and fall. Additionally, science leader meetings will be

scheduled every 4-6 weeks during the upcoming school year to provide ongoing support to the science instructional programs within our schools.

Arch Ford literacy, math, and Career and Technical Education (CTE) specialists were involved in the Literacy and Math Design Collaboratives (LDC and MDC) this year. Eight schools in our region chose to be a part of the LDC training for literacy, science, social studies, and CTE teachers. Twelve schools in our region chose to participate in the MDC training for middle school math, Algebra I, and/or geometry. LDC/MDC provides training to meet the required level of rigor and relevance required in true CCSS instruction. A three-day initial training took place in the summer of 2015 with four follow-up training days provided during the school year. On-site trainings, observations, and feedback were given to each participating teacher throughout the school year. Participating MDC teachers were invited to observe in an experienced MDC-trained geometry teacher's classroom to see full implementation of FALs and strategies. LDC/MDC trainings will continue in the months to come with several other schools choosing to participate in one or both consortia during the 2016-17 school year.

The staff members of the professional development team at Arch Ford will continue to support school improvement efforts through training in standards and assessment, comprehensive literacy, extensive math trainings such as Cognitive Guided Instruction (CGI), classroom management, high yield instructional strategies, instructional technology, TESS, LEADS, and instructional leadership. These trainings will be the focus of our summer sessions and will continue throughout the coming year.

PROGRAM: Novice Teacher Mentor Program Training

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes____ No x

RESTRICTED FUNDING **X** **NONRESTRICTED FUNDING** _____

PARTICIPATING DISTRICTS:

PERSONNEL: Marilyn Johnson, MSE
Sally Stuart

PROGRAM SUMMARY:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and provided an updated training to all mentor trainers.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program.

Arch Ford provided three sessions for mentor training in the Novice Teacher Mentor Program. The ADE and Arch Ford continued to support participating districts in creating and sustaining a successful mentoring program for new teachers in the profession.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between the Novice Teacher Mentor Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

PROGRAM: **Science K-12 Supervisory**

FUNDING SOURCE: Arkansas Department of Education, K-12 Science Specialist Grant

COMPETITIVE GRANT: Yes_____ No X

Participating Districts: Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End Bigelow, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County Morrilton, South Side Bee Branch, Two Rivers, Vilonia, West Side Greer’s Ferry, Western Yell County, and Wonderview.

RESTRICTED FUNDING X **Non-restricted Funding** _____

PERSONNEL: Madelon Cheatham, K-12 Science Instructional Specialist, B.A., M.Ed.

GOAL:

- The goal of the science program is to increase the content knowledge and strengthen the professional practice of teachers through research-based professional development programs and technical support in the classroom, and to promote awareness of the importance of science literacy among all students in Arkansas.

PROGRAM SUMMARY:

The science program was established at Arch Ford Educational Service Cooperative to provide teachers with professional development opportunities and classroom assistance.

- Professional development provides teachers with the opportunity to increase content knowledge, learn new technologies, develop standards based inquiry curricula based on current Arkansas Science Standards, and enhance their understanding of pedagogical knowledge.
- A monthly Science Newsletter is published monthly that includes articles on best practices, resource links, up-to-date information related to state and national events, grant opportunities, and science teaching strategies. The newsletter is sent to over 300 service areas teachers.
- The science webpage provides links to external sources of information, lesson plans, the Elementary Science Fair and science resources related to Common Core and Arkansas Science Standards.
- Collaboration with state specialists and other governmental agencies broadens leads to the development of state-based initiatives and professional development in science and content literacy that is made available to all teachers.
- Science academic coaching provides site-based classroom support, modeling and team-teaching, lesson planning, and assistance with parental involvement activities.
- Targeted support for schools is designed and delivered through Professional Learning Communities that involve teachers and facilitators in regular training and collaboration sessions, class room observations of teacher practice, and assistance with science implementation.
- Standards-based lessons designed and provided to teachers encourage the use of student-centered inquiry teaching and provide cross-curricular connections to math and literacy within the CCSS to promote independent, goal-directed learning.

MAJOR HIGHLIGHTS OF THE YEAR:

Professional Learning Community for Dover Middle Level Teachers: In collaboration with Dover administrators, a one-year literacy professional learning program was designed to develop teacher

understanding of effective ways to incorporate literacy into content curriculum. The program focused on strategies for writing, discussion, use of graphics and argumentation. Observations, teacher lesson plans and discussions assessed the effectiveness of training.

Content Literacy Training Sessions for Dover Primary Teachers: Monthly training sessions were developed and presented to all Dover Primary School faculty members. Teachers were introduced to strategies that could be used during science read alouds, and to foundations of the new science standards. Teacher implementation included planning and delivering lessons involving read alouds.

Science Academic Coaching – Classroom observations, team-teaching, modeling, and curriculum planning meetings provided science teachers at Two Rivers High School with ideas and strategies to redesign science lessons to align with new science standards.

Science Leadership Cadre Training - Training for teachers in all Arch Ford districts was provided over a 5 month period. Teacher leaders received information and presentations for use in their districts in order to train all the science teachers. The teacher leaders developed understanding of the foundations of the science standards, effective use of investigations, and instructional planning.

New Arkansas Science Standards Professional Development Planning: All Arkansas Science Specialists collaborated to develop three state-initiated professional development workshops to be presented during 2016. The trainings will focus on an introduction to the goals and architecture of the standards, implementation in the K-4 grade band, strategies related to use of the eight science practices in science inquiry lessons, and lesson design and alignment.

Arkansas Curriculum Conference: Professional knowledge was enhanced by participation in various science and technology sessions during the conference held in November 2016. Presentations on science topics such as developing science lessons were also delivered to participants during the mini-sessions.

Literacy Design Collaborative: LDC provides participating schools with training and guidance on development of teaching modules that imbed Common Core literacy strategies into content classrooms such as science. In collaboration with Arch Ford literacy specialists seven days of professional development were provided to participating districts. Assistance in module design was provided to participating science teachers.

Science Professional Development: A variety of opportunities for professional learning were provided during the summer of 2014 and throughout the school year to over 325 science teachers. Topics such as Arkansas geology, 5E lesson design, and science content literacy were addressed. Area teachers also had the opportunity to participate in fieldwork during a tour of Arkansas Kraft and other local recycling facilities.

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Federal-Part B

COMPETITIVE GRANT: Yes_____ No__X__

RESTRICTED FUNDING: __X__ **NONRESTRICTED FUNDING:**_____

PERSONNEL: Behavior Support Specialist Co-Coordinator- Shelia Smith, Ph.D., L.P., BCBA-D

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, Southside Bee Branch, Two Rivers, Vilonia, Western Yell County, West Side-Greers Ferry, Wonderview

GOAL:

- To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services
- To provide technical assistance and support to local school personnel in the identification and educational programming for students identified with autism
- To provide professional development to local school district administrators and personnel on evidence-based behavior supports

PROGRAM SUMMARY:

The Behavior Support Specialist (BSS) position provides technical assistance in the area of behavior to all school districts within the Arch Ford Education Service Cooperative. The BSS receives requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities. Services include:

- On-site consultation, student observation, record review and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) development
- Assistance with autism identification and programming
- Professional development opportunities on evidence-based interventions

The BSS also attends monthly meetings with the other cooperative BSS and the liaison from the Department of Special Education. Information presented at this meeting is shared with the Special Education Supervisors at their monthly meetings at Arch Ford.

Additionally responsibilities as BSS Co-Coordinator include:

- Screening and assigning all CIRCUIT referrals for BSS in the Ozark Unlimited Resource, Northcentral Arkansas, Southeast Arkansas and Tri-District Education Service Cooperatives
- Provide mentoring and coaching to assigned BSSs which includes on-going advice, problem solving, training and access to resources
- Provide an orientation for all new BSSs

- Develop a personnel growth plan for each BSS
- Assist in developing and organizing professional development necessary for building local capacity of the district employees (paras, teachers, administrators) in order to implement behavioral evidence-based practices
- Attend monthly meetings with other BSS Co-Coordinator, ADE SPED Unit, Special Education Supervisor area meetings and Collaborative Consultant group meetings and disseminate information to BSSs and Special Education Supervisors

MAJOR HIGHLIGHTS OF THE YEAR:

- Provided on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, safety and behavior intervention planning for 27 students (Emotionally Disturbed, Autism, Multiple Disabilities, Intellectually Deficient, Other Health Impaired) with over 94 site visits
- Provided 19 professional development trainings to 592 district school personnel on the following topics:
 - Dive into Working with Children on the Autism Spectrum
 - Designing a Special Education Classroom to Maximize Student Success
 - Strategies for Managing Challenging Behaviors in the School Setting
 - Developing Legally Defensible Behavior Intervention Plans
 - Professional Crisis Management (PCM) Certification Training
 - Emotional Regulation: Using the 5 Point Scale
 - Strategies to Teach Emotional Regulation and Prevent "Meltdown" Behaviors
 - Let's Get Social: Strategies to Teach Social Skills to Students with Autism
 - Behavior Data Collection Tools
 - Introduction to Applied Behavior Analysis (ABA)
- Developed and co-coordinated 9 monthly meetings with Behavior Support Specialists including new BSS orientation
- Presented at the 2015 Arkansas Council of Exceptional Children Pre-Conference and Conference in Little Rock
- Presented at the 2015 AAEA Summer Conference for Administrators in Little Rock
- Presented at the 2015 LEA Academy in Little Rock
- Developed 4 modules on Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP) with the Behavior Support Specialists that will be available to all district personnel through the AETN IDEAS Portal
- Will attend the 2016 LRP National Institute on Legal Issues of Educating Individuals with Disabilities

PROGRAM: **SPECIAL EDUCATION**
Special Education Supervision
School Psychology Specialists/Educational
Appraisal

FUNDING SOURCE: **Local School districts**

COMPETITIVE GRANT: **Yes___ NO X**

RESTRICTED FUNDING **X** **NONRESTRICTED FUNDING** _____

PERSONNEL:

Kelli Rainey	Sp. Ed. Coordinator/Manager, MSE
Angela Toll	Sp. Ed. Supervisor, MSE
Susan Lester	Sp. Ed. Supervisor, MSE
Tammy Rainey	Sp. Ed. Supervisor, MSE
Neil McKnight	Sp. Ed. Supervisor, MSE 1/2 Year
Jennifer Hennessey	Sp. Ed. Supervisor, Ed.D., LPE-I, BCBA-D 1/2 Year
Janna Terry	Sp. Ed. Supervisor, MSE
Loretta Solida	Sp. Ed./Appraisal Secretary
Karen McKnight	School Psychology Specialist, LPE-I,
Lauren McKnight	Licensed Psychological Examiner Independent
Elissa Pittman	School Psychology Specialist, (NASP)
Mollie Teas	School Psychology Specialist
Mary Lajeunesse	Licensed Psychological Examiner Independent

PARTICIPATING DISTRICTS: Atkins, Bauxite, Concord, Danville, Dardanelle, Dover, East End, Guy Perkins, , Hector, Mt.Vernon-Enola, Mayflower, Nemo Vista, Perryville, Pottsville, Quitman, Two Rivers, Western Yell County, West Side Greers Ferry, Wonderview

GOAL:

Special Education Supervision

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluation of special education programs and related services for purpose of improving student achievement.
- Provide technical assistance and support to local school district administrators and staff in developing leadership skills.
- To assist and support participating school districts in the provision of a Free Appropriate Public Education for suspected and identified students with disabilities, and in meeting state and federal mandates for services to these students.

School Psychology Specialists/Educational Appraisal

- To assist local districts in the identification of students with disabilities by conducting ADE required school psychology assessments/required evaluations.
- To provide local districts with support in identifying and programming for students in need of behavior intervention plans.

PROGRAM SUMMARY:

Special Education Supervision

Special Education Supervision provided to participating districts by Arch Ford Cooperative is designed to meet the ADE requirement of Local Education Agency (LEA) Special Education Supervisors on a service contract basis by allowing multiple districts to 'share' the cost of personnel and support for the LEA Supervisor. All six of the AFSC LEA Supervisors have individual areas of expertise and are accessible and available to all participating districts increasing district access to a range of quality and skill to support their students and staff. Each of the participating districts is assigned a 'lead' LEA Special Education Supervisor who ensures that the district meets the ADE and Federal Special Education mandated requirements in budgeting, financial reporting, child data submission, ADE Reporting, Program Evaluation and Development, Staff Development and Training Student Assessment and Evaluation, Student Data Analysis, assist districts with Medicaid Eligibility and Billing, assist districts with ARMAC Access and Reporting, Child Find Activities, ADE on and off site monitoring, Personnel Reporting, Fiscal and Academic Distress support plus student achievement/improvement and parent involvement and intervention. Access to the supervisory group assists both the assigned supervisors and local district staff in the activities that are required.

School Psychology Specialist/Educational Appraisal

Local School Districts are required to have access to a school psychology specialist or qualified/licensed examiner (an individual qualified to administer and interpret specific assessments) for conferences and evaluations, and to assist in developing and monitoring behavior intervention plans. To assist local districts and to control costs through 'cooperative' interaction, the AFSC employs five (5) school psychology specialists/psychological examiners for these purposes. District staff schedule needed services through a cooperative staff member who assigns a specialist to each case.

MAJOR HIGHLIGHTS of the Year:

Special Education Supervision

- Successfully completed ADE Special Education Monitoring in eight (8) Districts
- Conducted monthly AFSC Service Area Provider meetings for school districts and service providers for students with disabilities.
- Provided AFSC Para Professional Training Modules for participating school district's Para Professionals.
- The six supervisors made regular visits (totaling more than 907 school site visits to the 19 participating districts) to the local school staff (180 certified special education staff serving the over 2293 identified students with disabilities in the participating districts) during the school year.
- The six supervisors have conducted a total of 36 staff development sessions over the course of the year.
- Administered the Paraprofessional Praxis to 1 paraprofessional with one district's paraprofessional staff.

School Psychology Specialist/Educational Appraisal

- Conducted 746 Comprehensive Psychology Evaluations for local schools, averaging approximately 16 a month.

- Observed 53 students for behavioral issues, developed behavior intervention plans with follow-up conferences and support for these students.
- Conducted specialized observations on 60 students.
- Attended Conferences on 89 students.
- Presented 11 staff development workshops, attended 27 professional trainings
- Consulted on 406 students.
- Met with Local Special education supervisors and other service providers at AFSC on an as needed basis to discuss issues of mutual concern for the school districts.

PROGRAM: **SPECIAL EDUCATION -
Arkansas Transition Services:
Transition Consultant**

FUNDING SOURCE: **Grant from the SEU of ADE**

COMPETITIVE GRANT: **Yes__ NO X**

RESTRICTED FUNDING **X** **NONRESTRICTED FUNDING** _____

PERSONNEL:

Carrie E. Tuttle Arkansas Transition Services: Transition Consultant

PARTICIPATING DISTRICTS: **Arch Ford Co-op:** Atkins, Bauxite, Clinton, Concord, Conway, Conway Human Development Center – Developmental Disabilities Services, Danville, Dardanelle, Dover, East End, Greenbrier, Guy Perkins, Heber Springs, Hector, Mayflower, Mt.Vernon/Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, Southside Bee Branch, South Conway County, Two Rivers, Vilonia, Western Yell County, West Side Greers Ferry, Wonderview

Northcentral Arkansas Co-op: Batesville, Calico Rock, Cave City, Cedar Ridge, Highland, Izard County Consolidated, Mammoth Springs, Melbourne, Mountain Home, Mountain View, Norfolk, Salem, Southside – Batesville, Viola

Wilber D. Mills Co-op: Augusta, Bald Knob, Bradford, Beebe, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Midland, Pangburn, Riverview, Rosebud, Searcy, White County Central

GOAL:

Transition Consultation

- Provide technical assistance and support to local school district administrators and staff in assessing, developing, implementing and evaluation of transition within special education programs for the purpose of improving student's post-school outcomes.

PROGRAM SUMMARY:

Arkansas Transition Services provides technical assistance as requested by school districts in the area of transition. We offer a variety of trainings to special education teachers and supervisors in an effort to improve post school outcomes for students with disabilities. We continually update our trainings and develop new trainings based on the needs of districts and the most current and effective practices. Our goal is to assist districts in every way possible to make transition plans meaningful for students with disabilities and their families and to improve post school outcomes for students with disabilities. We work diligently to improve the performance of four particular indicators of which Arkansas reports every year: Indicators 1 (Graduation), 2 (Dropout), 13 (Secondary Transition) and 14 (Post School Outcomes).

MAJOR HIGHLIGHTS of the Year:

Arkansas Transition Services Statewide Events:

- AITP Summer Connections
- Video Modeling Training
- Do it yourself APPS/Website Development Training
- Pilot Transition Forms Trainings: 112 attendees
- December Transition Cadre: 58 attendees, 27 districts
- February Cadre: 60 attendees, 28 districts
- College Bound Arkansas: 27 students, 24 Parents/Professionals
- Represented Arkansas Transition Services at the Arkansas Disability Awareness Day at the State Capitol
- Serving on the Special Needs Collaboration Group created by Rep. Julie Mayberry
- Will present at the AR-Promise Quarterly staff meeting related to Transition planning

Education Cooperative Activities:

- Made 58 on-site school visits to provide Technical Assistance and Support working directly with 300 LEA's, designees, teachers and paraprofessionals.
- Attended or provided materials for 6 Transition Fairs that were attended by approximately 1200 students.
- Attended Annual Review and Separate Programming conferences on 14 students.
- Answer questions via phone/text and email on a daily basis
- Attended Local Special Education Supervisor meetings to discuss issues of mutual concern for the school districts and to offer trainings and Technical Assistance to my districts.
- Offering 3 Transition Related trainings in each of my three Educational Cooperatives.

Professional Development Activities:

- Attended monthly Arkansas Transition Services staff meetings/retreats
- Attended Autism training to assist with training development.
- Toured local programs and services to obtain information that can be shared with my LEA's and teachers.
- Attended required SEU meetings to be brought up to date on new regulations, programs and initiatives.
- Attended AR-Promise meetings to gain knowledge of their grant.
- Attended Arkansas Collaborative Consultant training

PROGRAM: **Technology**

FUNDING SOURCE: Arkansas Department of Education Grant – Act 842 of 1995

COMPETITIVE GRANT: Yes X No

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS:

Atkins, Clinton, Conway, Danville, Dardanelle, Dover, East End, Greenbrier, Guy-Perkins, Heber Springs, Hector, Mayflower, Mt. Vernon-Enola, Nemo Vista, Perryville, Pottsville, Quitman, Russellville, Shirley, South Conway County, South Side, Two Rivers, Vilonia, West Side, Western Yell, and Wonderview

PERSONNEL: Bill Beavers, Technology Coordinator (MSE)
 Lori Winfrey, Support Specialist (BSE)
 Robert Leach, Technician (AS)
 Beth Lee, Technician (BS)

GOAL:

- The goals of the Arch Ford Technology Department include the following:
- Manage and maintain reliable local area network and technology equipment for all AFESC employees.
 - Educate AFESC staff on technology mandates, initiatives, trends and trainings, to provide technology leadership across all AFESC programs.
 - Demonstrate leadership, assistance and guidance to member districts in all areas of K12 technology to produce college and career ready students.
 - Provide technical support and training for AFESC member school districts, and advancement of school technology trends through appropriate trainings and PD
 - Promote and increase instructional technology throughout our AFESC region.

PROGRAM SUMMARY:

The technology department maintains the Arch Ford Cooperative local area network (LAN), providing reliable network connectivity and technical support to all AFESC employees. The technology coordinator assists employees with technology hardware and software purchases, and provides training on technology items as needed. The technology office maintains the cooperative website, APSCN training lab, 2 portable laptop labs, iPad lab and updated presentation equipment in each workshop room.

The technology department provides our 26 member districts with support including: technical assistance with their LAN, consultation regarding hardware and software purchases, and provides professional development opportunities for administrators, teachers, and technology personnel.

The technology coordinator works closely with the Arkansas Department of Education (ADE), the Department of Information Services (DIS), the Arkansas Public School Computer Network (APSCN), and other Arkansas Education Cooperatives regarding technology initiatives to help AFESC staff and member districts remain informed and in compliance with technology requirements.

Technology professional development, with a focus on instructional technology plays a large role in the duties of our technology department. During the school year, the technology coordinator facilitates

meetings and trainings, and presents trainings as requested for AF staff and member district personnel. During the summer professional development session, teachers from within member districts present technology integration professional development sessions for AFESC area teachers.

AFESC technology personnel spend a significant amount of time working directly in member districts with all constituents of K12 technology including administrators, technology coordinators, instructional technology specialists, library media specialists and teachers. We continually look for areas of need and help them find solutions with the end goal of developing students ready for college and career.

2015-16 HIGHLIGHTS:

- 22 technology professional development sessions were offered serving approximately 600 area teachers.
- In an effort to increase technology integration and 21st Century learning within AFESC member districts, the Arch Ford Technology Coordinator facilitates job-alike trainings and communication for the following groups from within AFESC member districts:
 - Technology Coordinators
 - Instructional Technology Coordinators
 - Library Media Specialists
- The technology office maintains many active listservs and websites for all AFESC personnel to post and disseminate information to their respective local district contacts.
- The AFESC Technology Integration Cadre was formed in 2011-12, and consists of approximately 55 teachers from 24 of our member school districts. The Cadre meets once per semester, with the purpose of developing the technology skills of cadre members who can then offer quality technology professional development to fellow teachers at the local districts. Cadre members also learn about technology integration efforts in surrounding school districts to help with their own instructional tech planning.
- In the summer of 2014, our ALE program expanded to a total of 6 campuses in Quitman, Conway, Beebe, Morrilton & Atkins. The Technology Department completed all technology purchasing, configuration and installation for LAN infrastructure, security and workstations to prepare ALE campuses for the 2014-15 school year.
- The 2013 Legislative Session established "Virtual Arkansas", the unified K12 distance-learning program for Arkansas. The Virtual Arkansas (VA) grant is housed by AFESC, and VA employees are also AFESC employees. The Technology Department assists VA administration and teachers upon request.
- In the spring of 2016, Arkansas students participated in ACT Aspire online testing. The Technology Coordinator worked during the school year with District Testing Coordinators and Technology Coordinators to ensure readiness and efficiency of the testing process.

SPECIAL PROJECTS AND PROGRAMS

Program Name: *CGI-Cognitively Guided Instruction*

Competitive Grant Yes ☐ No ☒

Goals and Description: Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 & 3 of training builds upon the previous year's training—resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Program Name: *Instructional Facilitating*

Competitive Grant Yes ☐ No ☒

Goals and Description: Instructional Facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training refines the Instructional Facilitator's understanding of their various roles and distinguishes between effective and ineffective coaching practices, including appropriateness of modeling. The training also reinforces the leadership skills necessary for support when building capacity. Coaching cycles, based on the student-centered classroom approach of Diane Sweeney, has also been implemented this year.

Program Name: *Enhancing Education Through Technology Grant (TIE) Project*

Competitive Grant Yes ☒ No ☐

TIE
(Technology Infused Education)

Goals and Description: The purpose of the TIE project is to increase technology integration across the state of Arkansas. This program was originally funded when Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards while enhancing instruction through integrated technology practices. The cooperatives and ADE have partnered to continue this funding. All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently approximately 100 TIE Cadre members impacting over 70 districts across the state.

The focus of cadre training is to support technology integration in curriculum. Training includes a focus on Common Core Standards, unit planning and tools teachers can use. Cadre members then share this knowledge in trainings offered at the co-ops. They have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators.

Modules are housed on the TIE website at <http://lms.swsc.k12.ar.us> By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The cadre members not only train for the education co-ops in the summer but also are able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings.

Program Name: *EtherScope Project*

Competitive Grant Yes ☐ No ☒

Goals and Description: In an effort to assist schools in preparation for online Common Core state Standards testing in 2014-15, the ADE awarded a grant for each of the cooperatives to purchase an Etherscope network analysis tool. The Etherscope evaluates local area networks (LANs) checking for errors, helping technology coordinators troubleshoot connectivity problems to maximize their current bandwidth.

The Etherscope continues to be available for checkout to member districts. Overall, our districts maintain healthy LANs, but the Etherscope tool has been beneficial in identifying several network issues.

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant Yes ☐ No ☒

Goals and Description:

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software made available by ADE, that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process. The Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system.

The Arch Ford Cooperative provided these training sessions to support the teachers and administrators in TESS:

- Bloomboard for Teachers – 4 sessions
- BloomBoard Observations for Teachers (Provided by BloomBoard and the ADE) – 2 sessions
- TESS Law and Process for Teachers – 6 sessions
- Teacher Training on TESS Domains 1-4 – 2 sessions
- Administrator Preparation for the FOCUS Assessment – 2 sessions
- Coaching and Calibration for Administrators – 1 session
- TESS Planning and Preparation – 1 session
- TESS/LEADS Updates for Administrators (Provided by ADE) – 3 sessions
- Multiple One-on-one TESS and BloomBoard Assistance for Administrators

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant Yes ☐ No ☒

Goals and Description:

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

The Arch Ford Cooperative provided these training sessions to support the administrators in LEADS:

- LEADS/BloomBoard Review – 1 session
- TESS/LEADS Updates for Administrators (Provided by ADE) – 3 sessions
- Multiple One-on-one LEADS and BloomBoard Assistance for Superintendents

ACT Aspire
Competitive Grant Yes ☐ No ☒

Goals and Description:

The Arch Ford Cooperative technology coordinator and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Arch Ford Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers’ understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Program Name: (LDC/MDC) Literacy Design Collaborative/Mathematics Design Collaborative

Competitive Grant Yes ☐ No ☒

Goals and Description: The LDC/MDC is an on-going professional development process that consists of tasks aligned to the Common Core State Standards that target those skills needed in reading, writing, and mathematics. Formative assessment is used as a tool for monitoring student learning and identifying misunderstandings or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students that are evaluated with a scoring rubric that helps educators across our state and nation calibrate high expectations. The LDC/MDC work is implemented in literacy, social studies/history, mathematics, science, and career education classes for students in grades 9 and 10.

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
AFESC--CGI Year 1			
245869 - Jun 1, 2, 3, 4, 2015 8:30 am - 3:30 pm	24.00	9	33
Assessment,Building a Collaborative Learning Community,Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process			
AFESC--Arkansas History Commission Workshop			
239515 - Jun 8, 2015 8:30 am - 11:30 am	3.00	12	16
Arkansas History,Common Core State Standards,Instructional Strategies			
AFESC--Text-Dependent Questions grades 9-12			
241235 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	13	25
Common Core State Standards,Instructional Strategies			
AFESC--Adding to the School Librarians' Tool Kit K-5			
241372 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	16	22
Assessment,Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
AFESC--ESOL Strategies for K-12 Classroom Teachers			
241593 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	7	13
Common Core State Standards,Instructional Strategies			
AFESC--Effective Literacy Module 5			
243266 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	9	18
Common Core State Standards,Instructional Strategies			
AFESC--K-1 Implementing a Comprehensive Literacy Framework, Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction , Module 2 (2day training)			
243569 - Jun 8, 9, 2015 8:30 am - 3:30 pm	12.00	12	25
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--418 Endorsement of Career Development			
239578 - Jun 9, 10, 11, 2015 8:30 am - 3:30 pm	18.00	17	20
Curriculum Alignment,Educational Technology,Instructional Strategies			
AFESC--CGI Year 1			
240993 - Jun 9, 10, 11, 12, 2015 8:30 am - 3:30 pm	24.00	14	34
Assessment,Building a Collaborative Learning Community,Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process			
AFESC--Adding to the School Librarians' Tool Kit 6-12			
241374 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	14	19
Assessment,Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
AFESC--Close Listening in K-1 Classrooms			
243153 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	11	19
Common Core State Standards,Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Planning for New Science Standards: K-12 Introduction to Three Dimensions			
243501 - Jun 9, 10, 2015 8:30 am - 3:30 pm	12.00	16	27
Curriculum Alignment,Principles of Learning Developmental Stages,Systemic Change Process			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Building Integer Concepts and Operations Conceptually with Deeper Understanding 240872 - Jun 10, 11, 2015 8:30 am - 3:30 pm	12.00	9	9
Common Core State Standards,Instructional Strategies			
AFESC--ELLA Module 5 243344 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	9	24
Common Core State Standards,Instructional Strategies			
AFESC--K-2 Informational Writing 243951 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	16	33
Common Core State Standards,Instructional Strategies			
AFESC--Our Students Don't Use Drugs! Or Do They? 244585 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	17	28
Advocacy Leadership,Principles of Learning Developmental Stages,Supervision			
AFESC--CTE: Hey You! Now That I've Got Your Attention...I Want to Keep It! 240916 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	18	28
Instructional Strategies			
AFESC--Grades 6-8 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System 241241 - Jun 11, 12, 2015 8:30 am - 3:30 pm	12.00	11	12
Common Core State Standards,Instructional Strategies,Systemic Change Process			
AFESC--Effective Literacy Module 6 243277 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	10	17
Common Core State Standards,Instructional Strategies			
AFESC--ELLA Module 6 243346 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	11	25
Common Core State Standards,Instructional Strategies			
AFESC--Federal Program Coordinators Meeting 252980 - Jun 11, 2015 9:00 am - 11:30 am	2.50	13	16
Advocacy Leadership			
AFESC--Making Music with the Fine Arts Frameworks 241339 - Jun 12, 2015 8:30 am - 3:30 pm	6.00	10	25
Common Core State Standards,Curriculum Alignment,Instructional Strategies			
AFESC--Theatre, Dance and the Fine Arts Frameworks 246754 - Jun 12, 2015 8:30 am - 3:30 pm	6.00	1	1
Common Core State Standards,Instructional Strategies			
AFESC--Visual Arts and the Fine Arts Frameworks 246758 - Jun 12, 2015 8:30 am - 3:30 pm	6.00	23	38
Common Core State Standards,Instructional Strategies			
AFESC--Economics and Really Good Books 240000 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	11	23
Common Core State Standards,Instructional Strategies			
AFESC--CTE: Let's Get Digital! Digital! Let's Use the Technology Our Students Love 240938 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	14	19
Common Core State Standards,Educational Technology			
AFESC--Argumentative Writing Grades 6-8 242765 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	11	13
Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--How Now Brown Cow: Phonological Awareness 243348 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	10	18
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--Exploring Arkansas Geology 243508 - Jun 15, 16, 2015 8:30 am - 3:30 pm	12.00	11	17
Instructional Strategies			
AFESC--ADMINISTRATORS INSTITUTE DAY 1: School Culture Rewired 243618 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	34	150
Advocacy Leadership,Building a Collaborative Learning Community,Supervision,Systemic Change Process			
AFESC--419 Endorsement for Business Technology-Grades 5-6 239577 - Jun 16, 17, 18, 2015 8:30 am - 3:30 pm	18.00	8	10
Curriculum Alignment,Educational Technology,Instructional Strategies			
AFESC--Argumentative Writing grades 9-12 241238 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	8	11
Common Core State Standards,Instructional Strategies			
AFESC--Art With a Message: A Hands On Art Experience 241590 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	17	25
Common Core State Standards,Instructional Strategies			
AFESC--The Reality of the Music Classroom/Performing Ensemble Today 241728 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	8	20
Assessment,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
AFESC--Creating a Classroom Environment Conducive to Learning 243337 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	15	27
Building a Collaborative Learning Community,Instructional Strategies			
AFESC--ADMINISTRATORS INSTITUTE DAY 2: ADE Extravaganza 243649 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	37	150
Advocacy Leadership,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Supervision			
AFESC--Aligning GT curriculum with CCSS and TESS 242118 - Jun 17, 18, 2015 8:30 am - 3:30 pm	12.00	10	10
Common Core State Standards,Curriculum Alignment,Instructional Strategies			
AFESC--How to Assist with TBI and Autism 242490 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	15	30
Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--ADMINISTRATORS INSTITUTE DAY 3: RTI Revisited: What's Working and What is Not 243588 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	32	114
Advocacy Leadership,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Supervision,Systemic Change Process			
AFESC--Library Media Specialists - Summer Meeting & PD 245157 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	22	40
AFESC--Multisensory Teaching for the Classroom Teacher 248493 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	15	31
Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--CPR Training 241490 - Jun 18, 2015 8:30 am - 11:30 am	3.00	5	5
CPR			
AFESC--CPR Training 241493 - Jun 18, 2015 12:30 pm - 3:30 pm	3.00	4	7
CPR			
AFESC--Teaching to the National/State Music Standards 241736 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	9	17
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--Disciplinary Literacy: CCSS Literacy Strategies in History/SS Grades 9-12 242855 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	10	15
Common Core State Standards,Instructional Strategies			
AFESC--ADMINISTRATORS INSTITUTE DAY 4: Tier 1 243655 - Jun 18, 2015 8:30 am - 11:30 am	4.00	40	136
Advocacy Leadership,Fiscal Management			
AFESC--Arkansas Geography for Grades K-4 244453 - Jun 18, 2015 8:30 am - 11:30 am	3.00	8	10
Instructional Strategies			
AFESC--ADMINISTRATORS INSTITUTE DAY 4: Making Educators Partners in Suicide Prevention 244605 - Jun 18, 2015 12:30 pm - 2:30 pm	2.00	19	37
Advocacy Leadership			
AFESC--Planning for New Science Standards: K-12 Introduction to Three Dimensions 252460 - Jun 18, 19, 2015 8:30 am - 3:30 pm	12.00	10	11
Curriculum Alignment,Principles of Learning Developmental Stages,Systemic Change Process			
AFESC--Differentiated Instruction: Is it really possible? 241415 - Jun 19, 2015 8:30 am - 3:30 pm	6.00	19	46
Instructional Strategies			
AFESC--Bilingual Children & The SLP: Providing Treatment & Intervention 241585 - Jun 19, 2015 8:30 am - 3:30 pm	6.00	9	18
Advocacy Leadership,Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--I'm Not An English Teacher 241586 - Jun 22, 23, 2015 8:30 am - 3:30 pm	12.00	13	16
Building a Collaborative Learning Community,Common Core State Standards,Educational Technology,Instructional Strategies			
AFESC--Apps for ESL 241814 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	9	11
Educational Technology			
AFESC--Disciplinary Literacy: CCSS Literacy Strategies in History/SS Grades 6-8 242853 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	11	15
Common Core State Standards,Instructional Strategies			
AFESC--Transitioning to New Science Arkansas Science Standards: Putting Practices in Place (5-12) 243523 - Jun 22, 23, 2015 8:30 am - 3:30 pm	12.00	12	15
Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Transition Toolkit Training 243736 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	8	9
Assessment, Principles of Learning Developmental Stages			
AFESC--Functions 240873 - Jun 23, 24, 2015 8:30 am - 3:30 pm	12.00	8	8
Cognitive Research, Common Core State Standards, Instructional Strategies			
AFESC--CTE: Been There, Done That! Try Something New 240940 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	13	28
Common Core State Standards, Instructional Strategies			
AFESC--Secondary Music/ Choral/Instrumental – Strategies that Work 241738 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	11	17
Assessment, Common Core State Standards, Educational Technology, Instructional Strategies			
AFESC--Apps for Special Education 241816 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	16	38
Educational Technology, Instructional Strategies			
AFESC--Domains 1 & 4 243677 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	12	25
Common Core State Standards, Instructional Strategies, Systemic Change Process			
AFESC--Free iPad Apps to Make Teaching & Learning Easier 243767 - Jun 24, 2015 8:30 am - 11:30 am	3.00	12	29
Educational Technology			
AFESC--Technology & Project-Based Learning in Elementary 243772 - Jun 24, 2015 8:30 am - 11:30 am	3.00	13	28
Educational Technology			
AFESC--Technology & Project-Based Learning in Elementary 243775 - Jun 24, 2015 12:30 pm - 3:30 pm	3.00	11	23
Educational Technology			
AFESC--Google Apps for Creativity & Collaboration 243779 - Jun 24, 2015 8:30 am - 3:30 pm	6.00	12	35
Educational Technology			
AFESC--Making the Most of Google Tools 243831 - Jun 24, 2015 12:30 pm - 3:30 pm	3.00	13	29
Educational Technology			
AFESC--Technology Slam Jam 245961 - Jun 24, 2015 8:30 am - 11:30 am	3.00	14	21
Educational Technology, Instructional Strategies			
AFESC--Technology Slam Jam 245963 - Jun 24, 2015 12:30 pm - 3:30 pm	3.00	10	17
Educational Technology, Instructional Strategies			
AFESC--Computer Science 101 249690 - Jun 24, 2015 8:30 am - 3:30 pm	6.00	13	17
Educational Technology			
AFESC--Developing Proportional Reasoning (Grades 4-7) 240874 - Jun 25, 26, 2015 8:30 am - 3:30 pm	12.00	10	13
Common Core State Standards, Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Calibration and Coaching Training 242023 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	16	24
Advocacy Leadership,Assessment,Supervision			
AFESC--Phonix Can Be Phun! 243262 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	16	37
Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Using Nearpod for Digital Instruction 243781 - Jun 25, 2015 8:30 am - 11:30 am	3.00	14	19
Educational Technology			
AFESC--Coding? Me? Yes, You! 243784 - Jun 25, 2015 8:30 am - 11:30 am	3.00	10	19
AFESC--Coding? Me? Yes, You! 243786 - Jun 25, 2015 12:30 pm - 3:30 pm	3.00	7	12
AFESC--Blending Technology and the CCSS in the Secondary ELA Classroom 244392 - Jun 25, 2015 8:30 am - 11:30 am	3.00	9	9
Educational Technology			
AFESC--Blending Technology and the CCSS in the Secondary ELA Classroom 244393 - Jun 25, 2015 12:30 pm - 3:30 pm	3.00	5	7
Educational Technology			
AFESC--GIS – Geographic Information Systems Training 247248 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	6	6
Educational Technology			
AFESC--Flipping out in the Classroom 242117 - Jun 26, 2015 8:30 am - 3:30 pm	6.00	14	21
Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
AFESC--Demonstrating Knowledge of Students: Getting to Know Your Students 242790 - Jun 26, 2015 8:30 am - 11:30 am	3.00	9	21
Building a Collaborative Learning Community,Principles of Learning Developmental Stages			
AFESC--Assessment for Learning: Formative Assessment 242812 - Jun 26, 2015 12:30 pm - 3:30 pm	3.00	10	20
Assessment,Instructional Strategies			
AFESC--Preparing Middle School Students As They Consider Going to College 243738 - Jun 26, 2015 8:30 am - 11:30 am	3.00	9	10
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process			
AFESC--Student Driven Transition Planning (SDTP) 243739 - Jun 26, 2015 12:30 pm - 3:30 pm	3.00	4	5
Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--CTE: Let's Get Digital! Digital! Let's Use the Technology Our Students Love 249874 - Jun 26, 2015 8:30 am - 3:30 pm	6.00	13	14
Common Core State Standards,Educational Technology			
AFESC--History Day Arkansas Summer Workshops 239513 - Jun 29, 2015 8:30 am - 11:30 am	3.00	6	6
Arkansas History,Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--StudentGPS & ASIS for System Administrators & Trainers 242085 - Jun 29, 2015 8:30 am - 11:30 am	3.00	4	4
Educational Technology			
AFESC--StudentGPS & ASIS for School Leaders 242086 - Jun 29, 2015 12:30 pm - 3:30 pm	3.00	5	5
Educational Technology,Instructional Leadership			
AFESC--Disciplinary Literacy for Science Grades 6-8 242460 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	10	15
Common Core State Standards,Instructional Strategies			
AFESC--Students with Disabilities: Section 504, IDEA and ADA 242885 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	20	37
Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Working with Paired Texts in Grades 2-3: Preparing for Assessments 243268 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	13	21
Common Core State Standards,Instructional Strategies			
AFESC--Cruising Through the Standards 240002 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	12	19
Common Core State Standards,Instructional Strategies			
AFESC--High School Vectors 240858 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	8	12
Common Core State Standards			
AFESC--Demonstrating Knowledge of Students: Getting to Know Your Students 242793 - Jun 30, 2015 8:30 am - 11:30 am	3.00	15	30
Building a Collaborative Learning Community,Principles of Learning Developmental Stages			
AFESC--Assessment for Learning: Formative Assessment 242814 - Jun 30, 2015 12:30 pm - 3:30 pm	3.00	13	28
Assessment,Instructional Strategies			
AFESC--Administrator Book Study: Visible Learning for Teachers-Days 1 and 2 243659 - Jun 30, Jul 29, 2015 8:30 am - 3:30 pm	12.00	7	7
Advocacy Leadership,Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies,Supervision			
AFESC--K-2 Text Dependent Questions 243952 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	13	26
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--NCSC 240492 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	11	13
Assessment,Common Core State Standards			
AFESC--Make Music and Move 241523 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	15	19
Assessment,Instructional Strategies			
AFESC--Disciplinary Literacy: CCSS Literacy Strategies in Science Grades 9-12 242859 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	7	10
Common Core State Standards,Instructional Strategies			
AFESC--Grades 2-3 Implementing a Comprehensive Literacy Framework Overview: Module 1 243304 - Jul 1, 2, 2015 8:30 am - 3:30 pm	12.00	9	19
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--TESS Test Prep for Teachscape Exam 243674 - Jul 1, 2, 2015 8:30 am - 3:30 pm	12.00	10	12
Advocacy Leadership,Assessment,Supervision			
AFESC--ESL Standards and More 247775 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	8	14
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Differentiation, "Why bother?" 242114 - Jul 2, 2015 8:30 am - 3:30 pm	6.00	14	23
Assessment,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
AFESC--Vocabulary Grade 6-12 242831 - Jul 2, 2015 8:30 am - 3:30 pm	6.00	10	15
Common Core State Standards,Instructional Strategies			
AFESC--K-2 Administering the DSA, Arkansas Rapid Naming Screener and review of DIBELS 243576 - Jul 2, 2015 8:30 am - 3:30 pm	6.00	14	28
Assessment,Common Core State Standards			
AFESC--Working With Paired Texts in Grades 4-5: Preparing for Assessments 243598 - Jul 2, 2015 8:30 am - 3:30 pm	6.00	17	27
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--Charlie May Simon and the Arkansas Diamond Book Award 243901 - Jul 2, 2015 8:30 am - 11:30 am	3.00	16	24
Building a Collaborative Learning Community,Instructional Strategies			
AFESC--Arkansas Teen Book Awards 243964 - Jul 2, 2015 12:30 pm - 3:30 pm	3.00	11	15
Common Core State Standards,Instructional Strategies			
ATU--Social, Economic, and Political Ideas of the 18th Century 247279 - Jul 6, 2015 9:00 am - 10:30 am	1.50	12	14
Common Core State Standards,Curriculum Alignment			
ATU--Reasons for and Consequences of Mass Migrations 247329 - Jul 6, 2015 10:45 am - 12:15 pm	1.50	12	13
Common Core State Standards,Curriculum Alignment			
ATU--Reasons for and Consequences of the First World War 247331 - Jul 6, 2015 1:00 pm - 2:30 pm	1.50	11	15
Common Core State Standards,Curriculum Alignment			
ATU--Selected Poems from the World War One Era 247332 - Jul 6, 2015 2:45 pm - 4:15 pm	1.50	9	14
Common Core State Standards,Curriculum Alignment			
AFESC--CPR Training 241494 - Jul 7, 2015 8:30 am - 11:30 am	3.00	6	6
CPR			
AFESC--Heartsaver® First Aid 241500 - Jul 7, 2015 12:30 pm - 3:30 pm	3.00	10	13
Non-Curricular			
AFESC--Grammar Bootcamp: Syntactic Forms and Functions for SLPs 242764 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	13	27
Assessment,Common Core State Standards,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Grades 2-3 Implementing a Comprehensive Literacy Framework Module 2 243306 - Jul 7, 8, 2015 8:30 am - 3:30 pm	12.00	7	12
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--Science and Engineering for K-6 243528 - Jul 7, 8, 2015 8:30 am - 3:30 pm	12.00	10	13
Curriculum Alignment,Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--BloomBoard for Teachers 243664 - Jul 7, 2015 8:30 am - 11:30 am	3.00	18	49
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--BloomBoard for Teachers 243665 - Jul 7, 2015 12:30 pm - 3:30 pm	3.00	11	22
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
ATU--Effects of Immigration in the United States, 1870-1930 247443 - Jul 7, 2015 9:00 am - 10:30 am	1.50	11	18
Common Core State Standards,Curriculum Alignment			
ATU--Arkansas Physical Geography: Natural Resources and Physical Regions from the Pre-Territorial Period Onward 247445 - Jul 7, 2015 10:45 am - 12:15 pm	1.50	11	19
Common Core State Standards,Curriculum Alignment			
ATU--Arkansas Human Geography: Migration and Society in the Modern Era 247446 - Jul 7, 2015 1:00 pm - 2:30 pm	1.50	9	17
Common Core State Standards,Curriculum Alignment			
ATU--The New South 247448 - Jul 7, 2015 2:45 pm - 4:15 pm	1.50	9	15
Common Core State Standards,Curriculum Alignment			
AFESC--K-3 Literacy Intervention Training for Interventionists and Paraprofessionals 249016 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	12	16
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--Using Authentic Materials (Non-Fiction) to Enhance Listening, Speaking, Reading, and Writing Skills in the World Language Classroom 243131 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	9	9
Instructional Strategies			
AFESC--Don't Skip the Big Words - ATTACK Them! 243601 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	14	28
Common Core State Standards,Instructional Strategies			
AFESC--Administrator BloomBoard Assistance and Support for Upcoming School Year 244999 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	17	24
Advocacy Leadership,Educational Technology			
ATU--Key Concepts and Influences of Early Major Belief Systems 247452 - Jul 8, 2015 9:00 am - 10:30 am	1.50	3	6
Common Core State Standards,Curriculum Alignment			
ATU--Effects of Invaders from Various Regions, 1000-1500 CE 247453 - Jul 8, 2015 10:45 am - 12:15 pm	1.50	4	7
Common Core State Standards,Curriculum Alignment			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
ATU--The Importance of Being Earnest by Oscar Wilde & Tartuffe by Moliere 247455 - Jul 8, 2015 1:00 pm - 2:30 pm	1.50	3	7
Common Core State Standards, Curriculum Alignment			
ATU--Western Imperialism and Spheres of Influence in the 19th Century 247457 - Jul 8, 2015 2:45 pm - 4:15 pm	1.50	4	6
Common Core State Standards, Curriculum Alignment			
AFESC--Multisensory Instruction for Struggling Spellers 249211 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	8	12
Common Core State Standards, Instructional Strategies			
AFESC--Differentiation, "Why bother?" 256061 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	9	15
Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
AFESC--CTE: Read It Like Common Core 240918 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	7	13
Common Core State Standards, Instructional Strategies			
AFESC--Polish Your Chrome with Apps & Extensions 243787 - Jul 9, 2015 8:30 am - 11:30 am	3.00	14	38
Educational Technology			
AFESC--Polish Your Chrome with Apps & Extensions 243789 - Jul 9, 2015 12:30 pm - 3:30 pm	3.00	16	37
Educational Technology			
AFESC--Digital Tools & Digital Literacy for Elementary & Middle School Classrooms 243794 - Jul 9, 2015 8:30 am - 11:30 am	3.00	13	20
Educational Technology			
AFESC--Digital Tools & Digital Literacy for Elementary & Middle School Classrooms 243796 - Jul 9, 2015 12:30 pm - 3:30 pm	3.00	9	19
Educational Technology			
AFESC--Harness the Power of Google Forms 243802 - Jul 9, 2015 8:30 am - 11:30 am	3.00	14	23
Educational Technology			
AFESC--Harness the Power of Google Forms 243803 - Jul 9, 2015 12:30 pm - 3:30 pm	3.00	12	21
Educational Technology			
AFESC--How Now Brown Cow: Phonological Awareness 249118 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	3	8
Assessment, Common Core State Standards, Instructional Strategies			
AFESC--CTE: Write It Like Common Core 240919 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	6	12
Common Core State Standards, Instructional Strategies			
AFESC--CGI Alumni 241010 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	10	18
Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process			
AFESC--Google Classroom in Middle School/High School 243806 - Jul 10, 2015 8:30 am - 11:30 am	3.00	13	33
Educational Technology			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Google Classroom in Middle School/High School 243809 - Jul 10, 2015 12:30 pm - 3:30 pm	3.00	12	26
Educational Technology			
AFESC--Video Editing Made Easy 243811 - Jul 10, 2015 8:30 am - 11:30 am	3.00	6	12
Educational Technology			
AFESC--Video Editing Made Easy 243812 - Jul 10, 2015 12:30 pm - 3:30 pm	3.00	6	10
Educational Technology			
AFESC--Using Google to Practice Online Assessment Skills 243814 - Jul 10, 2015 8:30 am - 11:30 am	3.00	8	14
Educational Technology			
AFESC--Using Google to Practice Online Assessment Skills 243816 - Jul 10, 2015 12:30 pm - 3:30 pm	3.00	8	9
Educational Technology			
AFESC--Assessments, Activities, and Other Good Stuff 246796 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	17	39
Assessment,Common Core State Standards,Health Physical Activity,Instructional Strategies			
AFESC--Teaching Computer Coding 249688 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	12	13
Educational Technology			
AFESC--Social Studies Summer PD Opportunity Grades 5-8(ADE Session) 242751 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	14	28
Common Core State Standards,Instructional Leadership,Instructional Strategies			
AFESC--Transitioning to New Science Standards: Targeted Support for Elem. K-6 Science Teachers 243532 - Jul 13, 14, 15, 2015 8:30 am - 3:30 pm	18.00	9	16
Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Structural Analysis: Affixes and Roots 243603 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	11	17
Common Core State Standards,Instructional Strategies			
AFESC--Social Studies Summer PD Opportunity Grades K-4 (ADE Session) 246815 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	12	27
Common Core State Standards,Instructional Leadership,Instructional Strategies			
AFESC--Social Studies Summer Opportunity Grades 9-12 (ADE Session) 246816 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	14	20
Common Core State Standards,Instructional Leadership,Instructional Strategies			
AFESC--Career Exploration Workshop 249292 - Jul 13, 14, 15, 16, 2015 8:30 am - 3:30 pm	24.00	17	28
Advocacy Leadership,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--Social Studies Summer Opportunity: 7th Grade Geography(ADE Session) 250751 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	19	23
Common Core State Standards,Instructional Strategies			
AFESC--Proof and Proving in High School Geometry 240862 - Jul 14, 15, 2015 8:30 am - 3:30 pm	12.00	8	9
Common Core State Standards			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--CGI Year 1			
240999 - Jul 14, 15, 16, 17, 2015 8:30 am - 3:30 pm	24.00	15	31
Assessment,Building a Collaborative Learning Community,Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process			
AFESC-7-12 Screening Assessments			
241285 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	13	28
AFESC--Developing Fact Fluency			
241735 - Jul 14, 15, 2015 8:30 am - 3:30 pm	12.00	13	22
Assessment,Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Grades 4-5 Implementing a Comprehensive Literacy Framework Overview Module 1			
243311 - Jul 14, 15, 2015 8:30 am - 3:30 pm	12.00	12	22
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			
AFESC--BloomBoard for Teachers			
243666 - Jul 14, 2015 8:30 am - 11:30 am	3.00	19	57
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--BloomBoard for Teachers			
243667 - Jul 14, 2015 12:30 pm - 3:30 pm	3.00	9	10
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--Sensory Integration: Beyond the Basics			
244580 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	12	24
Common Core State Standards,Instructional Strategies			
AFESC--Side Effects! Medical Diagnosis that Impact Learning			
243198 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	18	31
Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Center In On Music			
240491 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	10	16
Common Core State Standards,Instructional Strategies			
AFESC--Data and Statistics for Middle School Teachers: Building the Foundation			
240863 - Jul 16, 17, 2015 8:30 am - 3:30 pm	12.00	9	10
Common Core State Standards			
AFESC--Grades 6-8 Implementing a Comprehensive Literacy Framework - Word Study: Orthography, Morphology, and Vocabulary Instruction			
241242 - Jul 16, 17, 2015 8:30 am - 3:30 pm	12.00	7	8
Instructional Strategies,Systemic Change Process			
AFESC--The Intersection of Fun and Learning: K-1 Literacy Centers			
243353 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	15	32
Common Core State Standards,Instructional Strategies			
AFESC--Domains 2 & 3 FFT			
243675 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	12	31
Building a Collaborative Learning Community,Cognitive Research,Systemic Change Process			
AFESC--CTE: Wait a Minute! What Does That Word Mean Again?			
240883 - Jul 17, 2015 8:30 am - 11:30 am	3.00	11	19
Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--How Do I Promote Discussion Among My Students? That is the Question! 243646 - Jul 17, 2015 8:30 am - 3:30 pm	6.00	17	40
Common Core State Standards,Instructional Strategies			
AFESC--TESS Law & Process 243678 - Jul 17, 2015 8:30 am - 11:30 am	3.00	12	25
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--TESS Law & Process 243680 - Jul 17, 2015 12:30 pm - 3:30 pm	3.00	8	12
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--K-3 Vocabulary 243953 - Jul 17, 2015 8:30 am - 3:30 pm	6.00	14	32
Common Core State Standards,Instructional Strategies			
AFESC--CTE: Safe Environment and High Expectations: Be Your Best Classroom Manager 240943 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	15	27
Systemic Change Process			
AFESC--Text-Dependent Questions Grades 6-8 242459 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	7	11
Common Core State Standards,Instructional Strategies			
AFESC--Designing Science Lessons with the 5E Cycle K-12 243538 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	10	15
Curriculum Alignment,Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--ELLA MODULE 7-Small Group Instruction 243554 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	8	11
Common Core State Standards,Instructional Strategies			
AFESC--Fraction Operations: Multiple Grouping 243594 - Jul 20, 21, 2015 8:30 am - 3:30 pm	12.00	8	21
Assessment,Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--Barton Reading and Spelling Overview 255916 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	21	39
Common Core State Standards,Instructional Strategies			
AFESC--K-1 Implementing a Comprehensive Literacy Framework Module 1 243556 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	11	18
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--Wellness Workshop 243892 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	13	20
Non-Curricular			
AFESC--Updated Testing Information 2015-2016 258414 - Jul 21, 2015 1:00 pm - 2:00 pm	1.00	26	57
Instructional Strategies			
AFESC--Curriculum Coordinator Meeting 258419 - Jul 21, 2015 2:00 pm - 3:30 pm	1.50	13	19
Instructional Leadership			
AFESC--Gatekeeper Training of Trainers 239511 - Jul 22, 23, 2015 8:30 am - 3:30 pm	12.00	15	25
Building a Collaborative Learning Community,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Anchor Standards - A Way for Art (K-5) 240901 - Jul 22, 2015 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	11	13
AFESC--Anchor Standards - A Way for Art (6-12) 240906 - Jul 23, 2015 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	7	8
AFESC--Understanding Poverty: How can I reach my students and parents? 242107 - Jul 23, 2015 8:30 am - 3:30 pm Instructional Strategies,Parental Involvement	6.00	16	27
AFESC--TESS Domain 4: Professional Responsibilities 243587 - Jul 23, 2015 8:30 am - 3:30 pm Supervision	6.00	10	17
AFESC--Using the State Capitol to Teach 244528 - Jul 24, 2015 8:30 am - 11:30 am Instructional Strategies	3.00	7	9
AFESC--Behavior Data Collection Tools 249881 - Jul 24, 2015 8:30 am - 3:15 pm Instructional Strategies	6.00	17	28
AFESC--Triand for Triand System Administrators 241460 - Jul 27, 2015 8:30 am - 11:30 am Educational Technology,Supervision	3.00	3	3
AFESC--Triand for Counselors & Registrars 241461 - Jul 27, 2015 12:30 pm - 3:30 pm Educational Technology,Supervision	3.00	9	9
AFESC--CPR Training 241496 - Jul 27, 2015 8:30 am - 11:30 am CPR	3.00	5	5
AFESC--Heartsaver® First Aid 241501 - Jul 27, 2015 12:30 pm - 3:30 pm Non-Curricular	3.00	4	4
AFESC--It's Not About Winning or Losing (Power Struggles). It's How You Play the Game!: Strategies for Managing Challenging Behaviors in the School Setting 242261 - Jul 27, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	25	68
AFESC--Grades 4-5 Implementing a Comprehensive Literacy Framework Module 2 243317 - Jul 27, 28, 2015 8:30 am - 3:30 pm Assessment,Common Core State Standards,Instructional Strategies	12.00	10	17
AFESC--Reduce, Reuse, Recycle 243540 - Jul 27, 28, 2015 8:30 am - 3:30 pm Curriculum Alignment,Instructional Strategies	12.00	10	11
AFESC--Strategies, Algorithms and Recording Systems: Multi-Digit Multiplication and Division Grades 3-6 248983 - Jul 27, 28, 2015 8:30 am - 3:30 pm Assessment,Cognitive Research,Common Core State Standards,Instructional Strategies	12.00	7	8

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--How Do I Promote Discussion Among My Students? That is the Question! 254483 - Jul 27, 2015 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	12	25
AFESC--Geometric Measurement 240864 - Jul 28, 29, 2015 8:30 am - 3:30 pm Common Core State Standards	12.00	7	7
AFESC--Components and Interpretation of Special Education Assessments 242463 - Jul 28, 2015 8:30 am - 3:30 pm Assessment	6.00	15	34
AFESC--Multisensory Teaching for the Classroom Teacher 256514 - Jul 28, 2015 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	12	28
AFESC--Breaking Down the Steps of Research Grade 6-12 242828 - Jul 29, 2015 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	17	26
AFESC--Novice Teacher Mentor Training 244877 - Jul 29, 2015 8:30 am - 3:30 pm Mentoring Coaching	6.00	16	49
AFESC--Observations for Teachers 250520 - Jul 29, 2015 8:30 am - 3:30 pm Advocacy Leadership,Assessment,Building a Collaborative Learning Community	6.00	12	45
AFESC--So Many Picture Books, So Little Time 241958 - Jul 30, 2015 8:30 am - 3:30 pm Common Core State Standards,Educational Technology,Instructional Strategies	6.00	19	34
AFESC--Teaching Gifted in the Secondary Course Content 242244 - Jul 30, 2015 8:30 am - 3:30 pm Common Core State Standards,Curriculum Alignment,Instructional Strategies	6.00	12	29
AFESC--Let's Get Social: Strategies to Teach Social Skills to Students with Autism 242266 - Jul 30, 2015 8:30 am - 11:30 am Instructional Strategies	3.00	18	39
AFESC--Text-Dependent Questions for Grades 3-5 243332 - Jul 30, 2015 8:30 am - 3:30 pm Assessment,Common Core State Standards,Instructional Strategies	6.00	11	19
AFESC--Express Yourself: Opinion Writing in Grades 4-5 243605 - Jul 30, 2015 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	7	12
AFESC--StudentGPS & ASIS for System Administrators & Trainers 243904 - Jul 30, 2015 8:30 am - 11:30 am Educational Technology	3.00	6	8
AFESC--StudentGPS & ASIS for School Leaders 243905 - Jul 30, 2015 12:30 pm - 3:30 pm Educational Technology,Instructional Leadership	3.00	4	12
AFESC--ACSIP Statewide Test Training 256706 - Jul 30, 2015 8:30 am - 3:30 pm Advocacy Leadership	6.00	16	35

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Close Reading Grades 6-12 242824 - Jul 31, 2015 8:30 am - 3:30 pm	6.00	13	22
Common Core State Standards,Instructional Strategies			
AFESC--Reading Strategies and Assessments for the Spanish Classroom 243132 - Jul 31, 2015 8:30 am - 3:30 pm	6.00	11	12
Educational Technology,Instructional Strategies			
AFESC--TESS Law & Process 243681 - Jul 31, 2015 8:30 am - 11:30 am	3.00	9	15
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--TESS Law & Process 243683 - Jul 31, 2015 12:30 pm - 3:30 pm	3.00	8	9
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--Observations for Teachers 250521 - Jul 31, 2015 8:30 am - 3:30 pm	6.00	17	25
Advocacy Leadership,Assessment,Building a Collaborative Learning Community			
AFESC--Google Apps for Creativity & Collaboration 252936 - Jul 31, 2015 8:00 am - 3:30 pm	6.00	13	29
Educational Technology			
AFESC--Area, Surface Area, and Volume Measurement 240859 - Aug 3, 4, 2015 8:30 am - 3:30 pm	12.00	6	6
Common Core State Standards,Instructional Strategies			
AFESC--Discovering Your Student's Kryptonite: Superhero Strategies to Teach Emotional Regulation and Prevent "Meltdown" Behaviors 242270 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	26	59
Instructional Strategies			
AFESC--Grades 3-6 Assessment and Intervention 243341 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	12	19
Assessment			
AFESC--K-2 Intervention Instruction 243581 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	17	29
Assessment,Common Core State Standards,Instructional Strategies			
AFESC--Domains 1-4 FFT 258174 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	9	13
Instructional Strategies			
AFESC--Project WET/WOW/ and Aquatic WILD Workshop 238680 - Aug 4, 2015 9:00 am - 3:00 pm	6.00	9	15
Common Core State Standards,Instructional Strategies			
AFESC--Science with Picture Books (2-6) 243543 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	7	9
Common Core State Standards,Instructional Strategies			
AFESC--Informational Writing for Grades 4-5 243606 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	3	5
Common Core State Standards,Instructional Strategies			
AFESC--ADH and School Nurses: Survival Kit for Chronic Diseases 246699 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	28	61
Non-Curricular			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Understanding Poverty: How can I reach my students and parents? 256443 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	11	17
Instructional Strategies, Parental Involvement			
AFESC--Apps for Special Education 256965 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	5	10
Educational Technology, Instructional Strategies			
AFESC--Using Questioning and Discussion Techniques in the Math Classroom 240879 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	17	33
Assessment, Common Core State Standards, Educational Technology, Instructional Strategies			
AFESC--ABCs of Special Education 243190 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	17	30
Instructional Strategies, Principles of Learning Developmental Stages			
AFESC--Classroom Management, Effective Instruction, and Student Motivation - The Keys to Raising Student Achievement 243612 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	21	87
Building a Collaborative Learning Community, Instructional Strategies			
AFESC--Gatekeeper Training of Trainers 249631 - Aug 5, 6, 2015 8:30 am - 3:30 pm	12.00	11	16
Building a Collaborative Learning Community, Principles of Learning Developmental Stages			
AFESC--TESS Test Prep for Teachscape Exam 258180 - Aug 5, 6, 2015 8:30 am - 3:30 pm	12.00	2	2
Instructional Leadership			
AFESC--Keyboarding Instruction for Grades 3-4 239579 - Aug 6, 7, 2015 8:30 am - 3:30 pm	12.00	8	11
Educational Technology, Instructional Strategies			
AFESC--Pre-AP Interdisciplinary English and Social Studies 242096 - Aug 6, 7, 2015 8:30 am - 3:30 pm	12.00	14	30
Common Core State Standards, Curriculum Alignment, Instructional Strategies			
AFESC--Pre-AP Math "Helping Students Learn Math Through Problem Solving" 242100 - Aug 6, 7, 2015 8:30 am - 3:30 pm	12.00	9	14
Common Core State Standards, Curriculum Alignment, Instructional Strategies			
AFESC--Pre-AP Science "Creating a Learner Centered Classroom" 242103 - Aug 6, 7, 2015 8:30 am - 3:30 pm	12.00	15	20
Common Core State Standards, Curriculum Alignment, Instructional Strategies			
AFESC--Designing the Special Education Classroom to Maximize Student Success: Part 1 242262 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	11	24
Instructional Strategies			
AFESC--Child Nutrition 259442 - Aug 6, 2015 12:45 pm - 4:00 pm	4.00	3	3
Non-Curricular			
AFESC--Designing the Special Education Classroom to Maximize Student Success: Part 2 – Classroom in a Day 242263 - Aug 7, 2015 8:30 am - 3:30 pm	6.00	9	19
Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--ACSIP Statewide Test Training 256707 - Aug 7, 2015 8:30 am - 3:30 pm	6.00	11	21
Advocacy Leadership			
AFESC--EARS Training 258680 - Aug 10, 2015 12:30 pm - 3:30 pm	3.00	5	36
Instructional Strategies			
AFESC--Early Childhood Behavior 258685 - Aug 11, 2015 8:30 am - 3:30 pm	3.00	6	40
Instructional Strategies			
AFESC--Genius Training 262633 - Aug 11, 2015 8:30 am - 11:30 am	3.00	11	50
Educational Technology			
AFESC--Elementary Scheduling 249281 - Aug 12, 2015 9:00 am - 2:30 pm	5.00	5	5
Educational Technology			
AFESC--High School eSchool Scheduling 249284 - Aug 13, 2015 9:00 am - 2:30 pm	5.00	4	9
Educational Technology			
AFESC--Autism 258687 - Aug 13, 2015 8:30 am - 3:30 pm	6.00	5	36
Instructional Strategies			
AFESC--Virtual Arkansas Facilitator Training 256155 - Aug 14, 2015 8:30 am - 3:30 pm	6.00	29	54
Educational Technology,Instructional Strategies			
AFESC--Setting up the ABC Classroom 258689 - Aug 14, 2015 8:30 am - 3:30 pm	6.00	4	34
Instructional Strategies			
AFESC--Superintendents' Meeting 265482 - Aug 20, 2015 10:00 am - 12:00 pm	2.00	20	22
Instructional Leadership			
AFESC--TAC for TAC Admin 258466 - Aug 24, 2015 9:00 am - 3:00 pm	5.00	11	15
Instructional Strategies			
AFESC--Teen Suicide Prevention 265916 - Aug 25, 2015 8:00 am - 10:00 am	2.00	1	14
Instructional Strategies			
AFESC--Differentiation, Technology and Instructional Practices 265919 - Aug 25, 2015 10:00 am - 3:30 pm	4.00	1	14
Educational Technology,Instructional Strategies			
AFESC--eSchool:Attendance Letters 258471 - Aug 26, 2015 9:00 am - 3:00 pm	5.00	2	2
Educational Technology			
AFESC--New Superintendent Financial Training 266107 - Aug 26, 2015 12:30 pm - 3:30 pm	3.00	8	8
Fiscal Management			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Annual Statewide GT Meeting 257054 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	27	28
Advocacy Leadership,Building a Collaborative Learning Community,Supervision			
AFESC--TESS Self Evaluations Training 265565 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	4	32
Instructional Strategies			
AFESC--Teaching Gifted in the Secondary Course Content 262819 - Aug 31, 2015 8:30 am - 3:30 pm	6.00	13	26
Common Core State Standards,Curriculum Alignment,Instructional Strategies			
AFESC--Vision Screening for School Nurses 252466 - Sep 1, 2015 8:00 am - 12:00 pm	4.00	10	20
Non-Curricular			
AFESC--Hearing Screening for the School Nurse 252468 - Sep 1, 2015 12:30 pm - 3:30 pm	3.00	9	18
Non-Curricular			
AFESC--Indistar ACSIP Workday: Preparing to Train Your Staff 263229 - Sep 3, 2015 8:30 am - 11:30 am	3.00	17	47
Data Disaggregation,Instructional Leadership			
AFESC--Indistar ACSIP Workday: Preparing to Train Your Staff 263231 - Sep 3, 2015 12:30 pm - 3:30 pm	3.00	18	44
Data Disaggregation,Instructional Leadership			
AFESC--Get-R-Done 257422 - Sep 8, 2015 8:30 am - 3:30 pm	6.00	17	18
Supervision			
AFESC--eSchool Registration with State required fields training 258050 - Sep 9, 2015 9:00 am - 3:00 pm	5.00	7	12
Educational Technology			
AFESC--TESS Law & Process 262767 - Sep 9, 2015 8:15 am - 11:15 am	3.00	9	21
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--TESS Law & Process 262768 - Sep 9, 2015 12:30 pm - 3:30 pm	3.00	11	22
Assessment,Building a Collaborative Learning Community,Systemic Change Process			
AFESC--eSchool Attendance and Letter adjustment 258058 - Sep 10, 2015 9:00 am - 3:00 pm	5.00	3	4
Educational Technology			
AFESC--Federal Coordinators' Meeting 260047 - Sep 10, 2015 8:30 am - 10:00 am	1.50	24	25
Advocacy Leadership			
AFESC--Curriculum Coordinators' Meeting 260052 - Sep 10, 2015 10:00 am - 3:00 pm	4.00	19	27
Advocacy Leadership			
AFESC--eSchool Work Day 258061 - Sep 11, 2015 9:00 am - 3:00 pm	5.00	3	5
Educational Technology			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Arkansas Governor Quiz Bowl Association Coaches Meeting 262922 - Sep 11, 2015 1:00 pm - 3:30 pm	0.00	18	29
AFESC--Novice Teacher Mentor Training 244880 - Sep 14, 2015 8:30 am - 3:30 pm Mentoring Coaching	6.00	19	47
AFESC--eSchool Medical training 258475 - Sep 15, 2015 9:00 am - 3:00 pm Educational Technology	5.00	8	12
AFESC--RTI Data Teams: How do I determine if it's curriculum or instruction? (Elementary) 259230 - Sep 15, 2015 8:30 am - 3:30 pm Instructional Leadership	6.00	19	100
AFESC--RTI Data Teams: How do I determine if it's curriculum or instruction? (Secondary) 259234 - Sep 16, 2015 8:30 am - 3:30 pm Instructional Leadership	6.00	22	117
AFESC--ACSIP Work Day for Federal Coordinators 267425 - Sep 21, 2015 8:30 am - 3:30 pm Educational Technology	6.00	15	17
AFESC--Specialists' Meeting 267806 - Sep 21, 2015 8:30 am - 3:30 pm Assessment,Educational Technology,Instructional Leadership,Instructional Strategies	6.00	1	13
AFESC--LEADS - BloomBoard Review 267437 - Sep 22, 2015 12:30 pm - 2:30 pm Data Disaggregation	2.00	9	12
AFESC--Superintendents' Meeting 267843 - Sep 22, 2015 10:00 am - 12:00 pm Educational Technology,Fiscal Management,Instructional Leadership	2.00	23	26
AFESC--Lifelines Intervention-Helping Students at Risk for Suicide 263384 - Sep 23, 2015 8:30 am - 3:30 pm Non-Curricular	6.00	6	10
AFESC--Dyslexia Discussions 266849 - Sep 25, 2015 8:30 am - 11:30 am Common Core State Standards	3.00	21	52
AFESC--eSchool Report Cards 258482 - Sep 30, 2015 9:00 am - 3:00 pm Educational Technology	5.00	9	18
AFESC--Arch Ford Principals' Meeting 267439 - Sep 30, 2015 9:00 am - 2:00 pm Educational Technology,Instructional Leadership,Instructional Strategies	4.00	20	41
AFESC--Blended Learning Basics for Classroom Teachers 245853 - Oct 1, 2015 8:30 am - 3:30 pm Educational Technology,Instructional Strategies	6.00	2	3
AFESC--SMS Required Fields 258484 - Oct 1, 2015 9:00 am - 3:00 pm Educational Technology	5.00	11	15

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--CTOPP 2 Training 267069 - Oct 2, 2015 8:30 am - 11:30 am	3.00	7	36
Assessment			
AFESC--Special Health Care Needs Training 267206 - Oct 5, 2015 8:30 am - 3:30 pm	6.00	10	13
AFESC--eSchool State Reporting Work Day 258495 - Oct 12, 2015 9:00 am - 3:00 pm	5.00	3	4
Educational Technology			
AFESC--Classroom Management (K-6 teachers only) 268305 - Oct 12, 2015 8:30 am - 3:30 pm	6.00	11	22
Classroom Management			
AFESC--Standards Based IEP Training 265609 - Oct 13, Nov 16, 2015 Jan 25, 2016 8:30 am - 3:30 pm	18.00	30	67
Instructional Strategies			
AFESC--AP Coordinator's Training 266601 - Oct 13, 2015 8:00 am - 3:30 pm	6.00	10	13
Educational Technology,Supervision			
AFESC--Teacher Center Committee Meeting 267847 - Oct 13, 2015 11:30 am - 3:00 pm	2.50	20	21
Instructional Leadership,Instructional Strategies			
AFESC--Dardanelle Onsite GT Coordinator meeting 266590 - Oct 14, 2015 9:00 am - 3:00 pm	5.00	6	6
Curriculum Alignment,Educational Technology,Instructional Strategies			
AFESC--District Test Coordinators Basic Excel Training 268101 - Oct 14, 2015 8:30 am - 11:30 am	3.00	7	9
Data Disaggregation,Educational Technology			
AFESC--State Technology Coordinators' Meeting 267506 - Oct 15, 2015 8:30 am - 3:30 pm	6.00	11	12
Educational Technology			
AFESC--Completing the 2015 Home Language Survey Report 268386 - Oct 15, 2015 10:00 am - 11:00 am	1.00	3	3
Data Disaggregation			
AFESC--Superintendents' Meeting 269988 - Oct 15, 2015 8:30 am - 12:00 pm	3.50	23	25
Instructional Leadership,Instructional Strategies			
AFESC--FFB Onsite GT Coordinator meeting 266587 - Oct 16, 2015 9:00 am - 3:00 pm	5.00	7	8
Assessment,Curriculum Alignment,Instructional Strategies,Supervision			
AFESC--Dyslexia Discussions 268694 - Oct 16, 2015 8:30 am - 11:30 am	3.00	17	23
Instructional Strategies			
AFESC--Superintendents' Meeting 269993 - Oct 16, 2015 8:30 am - 12:00 pm	3.50	18	20
Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--ACT Aspire Accommodations Training 267715 - Oct 19, 2015 9:00 am - 12:00 pm	3.00	27	102
Assessment			
AFESC--Developing Legally Defensible Behavior Intervention Plans- Part 2 268715 - Oct 20, 2015 8:30 am - 11:30 am	3.00	5	19
Assessment,Systemic Change Process			
AFESC--Developing Legally Defensible Behavior Intervention Plans- Part 2 268720 - Oct 20, 2015 12:30 pm - 3:30 pm	3.00	2	8
Assessment,Systemic Change Process			
AFESC--Advisory Council 267912 - Oct 22, 2015 10:00 am - 11:30 am	1.50	7	7
Instructional Leadership			
AFESC--Curriculum Coordinator PLC 268538 - Oct 22, 2015 9:00 am - 2:00 pm	4.00	26	37
Assessment,Curriculum Alignment			
AFESC--Fall Counselor Meeting 262613 - Oct 23, 2015 8:30 am - 3:30 pm	6.00	21	54
Instructional Strategies			
AFESC--ProQuest Traveler Training Day 267432 - Oct 26, 2015 10:00 am - 3:00 pm	5.00	28	47
Educational Technology			
AFESC--The Very Basics: School Based Identification of Struggling Readers 268667 - Oct 27, 2015 8:30 am - 3:30 pm	6.00	21	55
Assessment			
AFESC--Effective Literacy Module 6 267285 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	4	7
Common Core State Standards,Instructional Strategies			
AFESC--Safe Environment and High Expectations: Be Your Best Classroom Manager (Secondary Teachers Only) 268005 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	10	28
Classroom Management			
AFESC--Introduction to Instructional Facilitation 263191 - Nov 3, 4, 20, 2015 8:30 am - 3:30 pm	18.00	6	7
Building a Collaborative Learning Community,Mentoring Coaching			
AFESC--K-6 Intervention Instruction 268681 - Nov 3, 2015 8:30 am - 3:30 pm	6.00	14	38
Common Core State Standards			
AFESC--Arch Ford ESOL Coordinator Meeting 268867 - Nov 5, 2015 12:30 pm - 3:30 pm	3.00	18	19
Instructional Leadership			
AFESC--Principals' Meeting 269111 - Nov 5, 2015 9:00 am - 2:00 pm	4.00	22	37
Instructional Leadership			
AFESC--November GT Coordinator meeting 266594 - Nov 9, 2015 8:30 am - 12:45 pm	3.50	16	16
Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Elem. QB Coaches Meeting 266596 - Nov 9, 2015 1:00 pm - 3:30 pm	2.50	22	24
AFESC--Legal Requirements Regarding Accommodation/Modifications for Regular Ed Teachers			
269158 - Nov 10, 2015 12:00 pm - 3:00 pm Instructional Strategies	3.00	9	38
AFESC--ACT Aspire Technology 267717 - Nov 11, 2015 9:00 am - 3:00 pm Assessment,Educational Technology	5.00	31	68
AFESC--eSchool Transcript Training 266584 - Nov 12, 2015 9:00 am - 3:00 pm Educational Technology	5.00	7	10
AFESC--Science Standards: Foundational Understanding for K-4 269133 - Nov 12, 2015 8:30 am - 3:30 pm Assessment,Curriculum Alignment,Principles of Learning Developmental Stages	6.00	12	37
AFESC--ARTRS Bookkeeper Training 269791 - Nov 12, 2015 9:00 am - 12:00 pm	3.00	16	22
AFESC--Bookkeeper Training on ACA 269841 - Nov 12, 2015 12:30 pm - 3:30 pm	3.00	17	25
AFESC--Curriculum Coordinator PLC 270063 - Nov 12, 2015 10:00 am - 2:00 pm Assessment,Curriculum Alignment	3.00	19	25
AFESC--Federal Program Coordinators' Meeting 270065 - Nov 12, 2015 8:30 am - 10:00 am Instructional Leadership	1.50	16	18
AFESC--Arch Ford Fall LMS Meeting 269509 - Nov 13, 2015 8:30 am - 11:30 am Educational Technology,Instructional Strategies	3.00	14	23
AFESC--Obesity Prevention Education and BMI Training for School Nurses 260590 - Nov 17, 2015 8:30 am - 11:00 am	2.50	3	4
AFESC--Scoliosis Certification Training 260592 - Nov 17, 2015 12:15 pm - 2:15 pm Non-Curricular	2.00	7	10
AFESC--CLASS Yr 2 Day 9 267071 - Nov 17, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	7	15
AFESC--Elementary RTI Day 2 268993 - Nov 17, 2015 8:30 am - 3:30 pm Instructional Leadership,Instructional Strategies	6.00	17	77
AFESC--APSCN Workday 269788 - Nov 17, 2015 9:00 am - 3:00 pm	3.00	12	17

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Zoom Session, ACT Aspire Technology 270402 - Nov 17, 2015 9:00 am - 3:00 pm Assessment,Educational Technology	5.00	2	2
AFESC--Secondary RTI Day 2 268996 - Nov 18, 2015 8:30 am - 3:30 pm Instructional Leadership,Instructional Strategies	6.00	17	90
AFESC--Science Standards: Foundational Understanding for 5-8 269239 - Nov 19, 2015 8:30 am - 3:30 pm Assessment,Curriculum Alignment,Principles of Learning Developmental Stages	6.00	17	40
AFESC--Superintendent PLC 270966 - Nov 19, 2015 12:30 pm - 2:00 pm Instructional Leadership	1.50	5	6
AFESC--Superintendents' Meeting 271300 - Nov 19, 2015 10:00 am - 12:00 pm Instructional Leadership	2.00	18	20
AFESC--Hearing Loss and Hearing Technology 250889 - Nov 20, 2015 8:30 am - 11:30 am	3.00	5	7
AFESC--Dyslexia Discussions #3 269741 - Nov 20, 2015 8:30 am - 11:30 am Common Core State Standards	3.00	16	25
AFESC--Google Apps/Docs for Everybody 268968 - Nov 23, 2015 12:30 pm - 3:30 pm Educational Technology	3.00	8	8
AFESC--Let's Go Rolling through Some Web Tools! 268974 - Nov 23, 2015 8:30 am - 11:30 am Educational Technology	3.00	7	7
AFESC--Enhancing Your Classroom Environment 269685 - Nov 24, 2015 8:30 am - 3:30 pm Building a Collaborative Learning Community,Instructional Strategies	6.00	7	10
AFESC--The Very Basics: School Based Identification of Struggling Readers 270465 - Nov 30, 2015 8:30 am - 11:30 am Assessment	3.00	11	34
AFESC--ACT Aspire 269745 - Dec 2, 2015 8:30 am - 11:30 am Assessment	3.00	23	73
AFESC--ACT Aspire 269746 - Dec 2, 2015 12:30 pm - 3:30 pm Assessment	3.00	11	29
AFESC--CGI YEAR 3 DAYS 4-5 268977 - Dec 3, 4, 2015 8:30 am - 3:30 pm Common Core State Standards	12.00	9	25
AFESC--Strategies for Managing Challenging Behaviors in the School Setting 270933 - Dec 3, 2015 8:30 am - 3:30 pm Building a Collaborative Learning Community,Instructional Strategies	6.00	13	27

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--GT Coordinator Monthly Meeting 271297 - Dec 4, 2015 9:00 am - 3:30 pm	5.50	13	13
Advocacy Leadership,Building a Collaborative Learning Community			
AFESC--Lifelines Intervention 268728 - Dec 9, 2015 8:30 am - 3:30 pm	6.00	9	14
AFESC--DIVE Into Working with Students with Autism 270931 - Dec 10, 2015 8:30 am - 3:30 pm	6.00	6	13
Instructional Strategies,Principles of Learning Developmental Stages			
AFESC--CGI YEAR 3 DAYS 4-5 268978 - Dec 14, 15, 2015 8:30 am - 3:30 pm	12.00	7	18
Common Core State Standards			
AFESC--Erate 269874 - Dec 15, 2015 8:30 am - 3:30 pm	0.00	9	10
Educational Technology			
AFESC--APSCN Financial Training 271743 - Dec 15, 2015 10:00 am - 4:00 pm	5.00	22	34
AFESC--DTC Workday 271906 - Dec 16, 2015 8:30 am - 3:30 pm	6.00	3	5
Assessment			
AFESC-Phonics First® Foundations Level I 270668 - Jan 4, 5, 6, 7, 8, 2016 8:30 am - 3:30 pm	30.00	10	31
AFESC-Phonics First® Structures 270672 - Jan 4, 5, 6, 7, 8, 2016 8:30 am - 3:30 pm	30.00	7	24
AFESC--ACT Aspire 269747 - Jan 7, 2016 8:30 am - 11:30 am	3.00	11	35
Assessment			
AFESC--ACT Aspire 269748 - Jan 7, 2016 12:30 pm - 3:30 pm	3.00	7	15
Assessment			
AFESC--Arkansas Student Intervention System (ASIS) 272250 - Jan 11, 2016 8:30 am - 11:30 am	3.00	10	13
Assessment			
AFESC--DTC Workday 271908 - Jan 12, 2016 8:30 am - 3:30 pm	6.00	9	19
Assessment			
AFESC--Teacher Center Committee Meeting 271634 - Jan 13, 2016 12:00 pm - 3:00 pm	3.00	19	19
Instructional Leadership			
AFESC--Arch Ford Advisory Council Meeting 269794 - Jan 14, 2016 8:30 am - 10:00 am	1.50	6	6
Instructional Leadership			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Arch Ford ESOL Coordinator Meeting 270560 - Jan 14, 2016 12:30 pm - 3:30 pm	3.00	17	19
AFESC--Curriculum Coordinator PLC 271409 - Jan 14, 2016 10:00 am - 3:00 pm Assessment, Curriculum Alignment	4.00	23	34
AFESC--GT Coordinator Monthly Meeting 271476 - Jan 14, 2016 9:00 am - 3:30 pm Common Core State Standards, Instructional Strategies	5.50	13	13
AFESC--APSCN Financial Workday 271745 - Jan 20, 2016 10:00 am - 4:00 pm	5.00	9	11
AFESC--Elementary Principal Meeting 271421 - Jan 21, 2016 8:30 am - 3:00 pm Instructional Leadership	5.50	15	24
AFESC--Secondary Principal Meeting 271425 - Jan 21, 2016 8:30 am - 3:30 pm Instructional Leadership	5.50	11	19
AFESC--DTC Workday 273371 - Jan 21, 2016 8:00 am - 4:00 pm Assessment	5.00	2	3
AFESC--Science Standards: Instructional Planning K-4 271439 - Jan 25, 2016 8:30 am - 3:30 pm Assessment, Curriculum Alignment, Instructional Strategies	6.00	8	16
AFESC--NOVICE TEACHER MENTOR TRAINING 273557 - Jan 26, 2016 8:30 am - 3:30 pm Mentoring Coaching	6.00	4	10
AFESC--eSchool Next Yr Database 273811 - Jan 27, 2016 9:00 am - 2:30 pm	5.00	5	7
AFESC--eSchool Next Yr Database 273813 - Jan 28, 2016 9:00 am - 2:30 pm	5.00	9	17
AFESC--K-4 Science Leadership Training: Day 1 271443 - Jan 29, 2016 8:30 am - 3:30 pm Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies	6.00	22	41
AFESC--Strategies for Managing Challenging Behaviors in the School Setting 272311 - Jan 29, 2016 8:30 am - 3:30 pm Building a Collaborative Learning Community, Instructional Strategies	6.00	12	31
AFESC--5-8 Science Leadership Training: Day 1 271445 - Feb 1, 2016 8:30 am - 3:30 pm Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies	6.00	19	37
AFESC--TESS/LEADS Spring Training for Principals and/or Assistant Principals who are supervising teachers 271496 - Feb 1, 2016 8:30 am - 11:30 am Instructional Leadership	3.00	5	11

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--LEADS Spring Training for Superintendents and/or Central Office staff who are supervising school/district leaders.			
271498 - Feb 1, 2016 12:30 pm - 3:30 pm	3.00	13	19
Instructional Leadership			
AFESC--eSchool Transcript Work Day			
273817 - Feb 1, 2016 9:00 am - 2:30 pm	5.00	6	10
AFESC--Arch Ford Tech Cadre Meeting			
272837 - Feb 4, 2016 8:30 am - 3:30 pm	6.00	18	33
Educational Technology			
AFESC--ADE ACSIP Statewide Field Test Workday			
273260 - Feb 4, 2016 9:00 am - 3:00 pm	5.00	4	7
Building a Collaborative Learning Community, Instructional Leadership			
AFESC--Arch Ford Bookkeepers Meeting			
269798 - Feb 5, 2016 10:00 am - 11:30 am	1.50	8	12
AFESC--Bookkeepers Training			
271140 - Feb 5, 2016 12:30 pm - 3:30 pm	3.00	5	7
Fiscal Management			
AFESC--Is Your School Ready for A ReMix? Blended Learning ReBoot Camp for District Leaders			
273431 - Feb 9, 2016 8:30 am - 3:30 pm	6.00	4	4
Advocacy Leadership, Building a Collaborative Learning Community, Instructional Strategies, Systemic Change Process			
AFESC--eSchool High School Scheduling For Next Year			
273821 - Feb 9, 2016 9:00 am - 2:30 pm	5.00	8	10
AFESC--Curriculum Coordinator PLC			
274809 - Feb 9, 2016 10:00 am - 2:00 pm	3.00	20	30
Assessment, Curriculum Alignment			
AFESC--Implementing Teacher Cadets			
274873 - Feb 9, 2016 8:30 am - 10:00 am	1.50	5	6
AFESC--Behavior Support Specialists Co-Coordination Meeting			
272310 - Feb 10, 2016 8:30 am - 3:30 pm	6.00	4	5
Mentoring Coaching, Systemic Change Process			
AFESC--Master Schedule Building Workshop			
273553 - Feb 10, 11, 2016 8:30 am - 3:30 pm	12.00	9	24
Instructional Strategies			
AFESC--Professional Crisis Management Re-Certification Course			
273384 - Feb 11, 12, 2016 8:00 am - 5:00 pm	16.00	13	16
Building a Collaborative Learning Community, Instructional Strategies			
AFESC--eSchool Elementary Scheduling For Next Year			
273824 - Feb 11, 2016 9:00 am - 2:30 pm	5.00	8	15

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--Obesity Prevention Education and Body Mass Index (BMI) Training for School Nurses 274529 - Feb 16, 2016 8:30 am - 11:30 am	3.00	4	4
AFESC--SCOLIOSIS SCREENING CERTIFICATION FOR SCHOOL NURSES 274531 - Feb 16, 2016 12:30 pm - 3:30 pm	3.00	4	4
AFESC--K-4 Science Leadership Training: Day 2 271447 - Feb 18, 2016 8:30 am - 3:30 pm Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies	6.00	24	41
AFESC--Dyslexia Discussions #4 273112 - Feb 18, 2016 8:30 am - 11:30 am Common Core State Standards	3.00	10	10
AFESC--Science Standards: Instructional Planning Grades 5-8 271441 - Feb 22, 2016 8:30 am - 3:30 pm Assessment, Curriculum Alignment, Instructional Strategies	6.00	10	21
AFESC--TESS/LEADS Spring Training for Principals and/or Assistant Principals who are supervising teachers 272823 - Feb 22, 2016 8:30 am - 11:30 am Advocacy Leadership, Instructional Leadership, Mentoring Coaching, Systemic Change Process	3.00	22	52
AFESC--ADE ACSIP Statewide Field Test Workday 273262 - Feb 23, 2016 9:00 am - 3:00 pm Building a Collaborative Learning Community, Instructional Leadership	5.00	14	39
AFESC--"Don't Get Schooled by Employee Leave Issues: Managing the Absent Employee" 274527 - Feb 25, 2016 12:30 pm - 3:30 pm Advocacy Leadership	3.00	16	26
Superintendents' Meeting 278580 - Feb 25, 2016 10:00 am - 12:00 pm Instructional Leadership	2.00	21	24
AFESC--5-8 Science Leadership Training: Day 2 271449 - Feb 26, 2016 8:30 am - 3:30 pm Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies	6.00	17	35
AFESC--eSchool for Nurses 274414 - Mar 2, 2016 9:00 am - 2:00 pm Educational Technology	4.00	7	7
AFESC--Transitioning to New Science Standards: Targeted Support for K-4 Teachers- Day 1 271455 - Mar 3, 2016 8:30 am - 3:30 pm Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies	6.00	10	22
AFESC--Code.org: Computer Science in the K-5 and Middle School Classroom 267084 - Mar 5, 2016 9:00 am - 3:00 pm Educational Technology	5.00	13	21
AFESC--360 Eschool SMS Upgrade 276975 - Mar 9, 2016 9:00 am - 3:00 pm Educational Technology	5.00	13	24
AFESC--Transitioning to New Science Standards: Targeted Support for K-4 Teachers- Day 2 271457 - Mar 10, 2016 8:30 am - 3:30 pm Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies	6.00	9	20

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--eSchool Upgrade Overview 275186 - Mar 10, 2016 9:00 am - 3:00 pm	5.00	11	21
Educational Technology			
AFESC--State Technology Coordinators' Meeting 279130 - Mar 10, 2016 8:30 am - 3:30 pm	0.00	8	9
Educational Technology			
AFESC--eSchool SMS Upgrades 276788 - Mar 11, 2016 9:00 am - 3:00 pm	5.00	9	14
Educational Technology			
AFESC--Library Media Specialists' Meeting 279168 - Mar 11, 2016 8:30 am - 11:30 am	3.00	11	21
Instructional Strategies			
AFESC--K-4 Science Leadership Training: Day 3 271453 - Mar 14, 2016 8:30 am - 3:30 pm	6.00	19	35
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies			
AFESC--Teacher Center Committee Meeting 275998 - Mar 14, 2016 12:00 pm - 3:00 pm	3.00	19	20
Arkansas Content Standards Frameworks, Assessment, Instructional Leadership, Instructional Strategies			
AFESC--Arch Ford Technology Coordinators' Meeting 275288 - Mar 15, 2016 8:30 am - 3:30 pm	6.00	15	18
Educational Technology			
AFESC--Curriculum Coordinator PLC 275994 - Mar 15, 2016 10:00 am - 2:00 pm	4.00	22	33
Assessment, Curriculum Alignment			
AFESC--Federal Program Coordinators' Meeting 275996 - Mar 15, 2016 8:30 am - 10:00 am	1.50	17	19
Instructional Leadership			
AFESC--360 eSchool SMS Upgrades 276979 - Mar 16, 2016 9:00 am - 3:00 pm	5.00	7	13
Educational Technology			
AFESC--Transitioning to New Science Standards: Targeted Support for K-4 Teachers- Day 3 271459 - Mar 17, 2016 8:30 am - 3:30 pm	6.00	8	15
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies			
AFESC--Arch Ford ESOL Coordinator Meeting 273548 - Mar 17, 2016 12:30 pm - 3:30 pm	3.00	12	12
AFESC--eSchool 360 Upgrade 275188 - Mar 17, 2016 9:00 am - 3:00 pm	5.00	10	20
Educational Technology			
AFESC--Superintendents' Meeting 281436 - Mar 17, 2016 10:00 am - 12:00 pm	2.00	22	24
Instructional Leadership			
AFESC--eSchool SMS Upgrades 276789 - Mar 18, 2016 9:00 am - 3:00 pm	5.00	8	17
Educational Technology			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
AFESC--5-8 Science Leadership Training: Day 3 271451 - Mar 29, 2016 8:30 am - 3:30 pm	6.00	15	31
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies			
AFESC--eSchool Work Day 280733 - Mar 29, 2016 9:00 am - 3:00 pm	5.00	3	4
AFESC--Final Principals' Meeting for 15/16 274976 - Mar 30, 2016 8:30 am - 3:30 pm	6.00	17	26
Advocacy Leadership			
AFESC--Virtual Arkansas Update and Registration Training 276917 - Mar 31, 2016 9:00 am - 3:30 pm	6.00	3	4
Educational Technology			
AFESC--eSchool 360 Upgrade 275194 - Apr 7, 2016 9:00 am - 3:00 pm	5.00	6	12
Educational Technology			
AFESC--eSchool 360 Upgrade 275195 - Apr 8, 2016 9:00 am - 3:00 pm	5.00	9	17
Educational Technology			
AFESC--360 eSchool SMS Upgrade 276966 - Apr 11, 2016 9:00 am - 3:00 pm	5.00	7	11
Educational Technology			
AFESC--STATE Cooperative Technology Coordinators' Meeting 282843 - Apr 14, 2016 8:30 am - 12:00 pm	0.00	12	12
AFESC-Phonics First® Foundations Level I 281695 - Apr 18, 19, 20, 21, 22, 2016 8:30 am - 3:30 pm	30.00	8	17
AFESC--Federal Program Coordinators' Meeting 281446 - Apr 21, 2016 8:30 am - 10:00 am	1.50	14	14
Instructional Leadership			
AFESC--Curriculum Coordinator PLC 281450 - Apr 21, 2016 10:00 am - 2:00 pm	3.00	18	30
Assessment, Curriculum Alignment			
AFESC--Superintendents' Meeting 285461 - Apr 26, 2016 10:00 am - 12:00 pm	2.00	22	32
Instructional Leadership			
AFESC--Virtual Arkansas Update and Registration Training 276920 - Apr 27, 2016 9:00 am - 3:30 pm	6.00	14	16
Educational Technology			
AFESC--GT Coordinator field trip meeting 271478 - Apr 29, 2016 9:30 am - 3:30 pm	5.50	5	5
Common Core State Standards, Curriculum Alignment, Instructional Strategies			
AFESC--"Simplifying Response to Intervention" Book Study for District RTI Leaders 284774 - May 9, 19, 2016 8:30 am - 3:30 pm	12.00	10	16
Instructional Strategies			

Summary Attended

Printed Date: 6/24/2016 Last modified: 6/24/2016

Session	Credits	Districts	Attended
State Technology Coordinators Meeting			
285949 - May 12, 2016 8:00 am - 12:00 pm	0.00	14	14
Educational Technology			
AFESC--Your Brain on Dyslexia/Your Brain on ADHD: The Role of Executive Functioning in the Classroom!			
284299 - May 13, 2016 8:30 am - 3:30 pm	6.00	8	14
Cognitive Research			
AFESC--Arch Ford ESOL Coordinator Meeting			
281358 - May 19, 2016 12:30 pm - 3:30 pm	3.00	8	8
AFESC--Federal Program Coordinators' Meeting			
283662 - May 19, 2016 8:30 am - 10:00 am	1.50	17	17
Instructional Leadership			
AFESC--GT Coordinator Meeting			
279187 - May 23, 2016 9:00 am - 3:30 pm	6.00	9	9
Advocacy Leadership,Building a Collaborative Learning Community			
AFESC--Superintendents' Meeting	2.00	22	25
289213 - May 26, 2016 10:00 am - 12:00 pm			
Instructional Leadership			
GRAND TOTAL		160	10035

***Arkansas River
Education Service Cooperative
Pine Bluff, Arkansas***



**ANNUAL REPORT
ON
OPERATIONS
2015-2016**

912 West Sixth Street
Pine Bluff, Arkansas 71601
Phone: 870-534-6129 Fax: 870-534-7162
Web page: <http://www.aresc.k12.ar.us>

TABLE OF CONTENTS

DIRECTORS' ANNUAL LETTER.....	4
MISSION STATEMENT.....	5
STATE MAP OF COOPERATIVES.....	5
ORGANIZATIONAL CHART	6
BOARD INFORMATION.....	7
TEACHER CENTER COMMITTEE INFORMATION.....	7
ESC ANNUAL REPORT:	
GOVERNANCE	8
STAFFING	9
TEACHER CENTER	12
ADMINISTRATIVE SERVICES	13
DIRECT SERVICES TO STUDENTS	14
ANECDOTAL REPORTS.....	14
EMPLOYMENT POLICIES AND PRACTICES.....	15
PROGRAM REPORTS:	
Accounting.....	17
ADE/APSCN Student Applicants Field Analyst.....	18
ADE School Improvement Supervisor	19
Career and Technical Education	20
Dyslexia Support	21
Early Childhood Special Education.....	23
Early Childhood Special Education Child Daycare Providers.....	31
Early Childhood Special Education-Medicaid in the Schools.....	32
Facilities and Maintenance and Transportation.....	33
Gifted and Talented.....	34
HIPPY (Home Instruction Program for Preschool Youngsters.....	35
JATCC.....	37
K-12 Literacy	40
K-12 Mathematics	44

K-12 Science.....46

Paraprofessional Assessment.....48

Parents as Teachers (PAT).....49

School and Community Health.....50

School Health Services52

Special Projects Programs.....54

Teacher Center/Professional Development/Curriculum Development/Resources.....56

Teacher Mentoring for Novice Teachers.....58

Technology.....59

Professional Development Activities Report.....60

Arkansas River Education Service Cooperative

912 West Sixth Street Pine Bluff, AR 71601 Office: (870) 534-6129 Fax: (870) 534-2847



From the Director's Desk....

The 2015 – 2016 academic year has been filled with many changes that has really awakened and challenged the staff at Arkansas River Education Service Cooperative (ARESC). The appointment of Mrs. Barbara Warren as Superintendent of Dollarway School District has allowed this exciting opportunity for me to step in and help continue the good work that this organization does. While I am still learning the day to day work expectations, we are constantly providing excellent support to our member districts and learning new ways to be helpful.

Change is a way of life in education. So, we embrace the changes and buckle down and do the work. The staff has stayed dedicated to their goals and now some of the improvements are coming into view. We know with the continued loss of students in ARESC's member districts that there is a loss of talent in teachers and staff that follows. The challenge to provide quality administrators and classroom teachers in a disappearing population keeps us focused on the importance of our jobs.

In Accordance with A.C.A.6-13-120, we submit this 2015-2016 Annual Report as a condensed report on the programs, services, resources, and activities of our cooperative. This document will include information regarding professional development, technology, early childhood, career and technical education, the governance and administration of our organization and other useful information.

ARESC strives to maintain quality services and to connect our member districts and the community at large with resources to support education in Arkansas. We are proud to serve the districts in the Arkansas, Grant, and Jefferson counties and to partner with the Arkansas Department of Education for the betterment of the children of our great state.

Sincerely,

Danny Hazelwood

Danny Hazelwood, Director
Arkansas River Education Service Cooperative

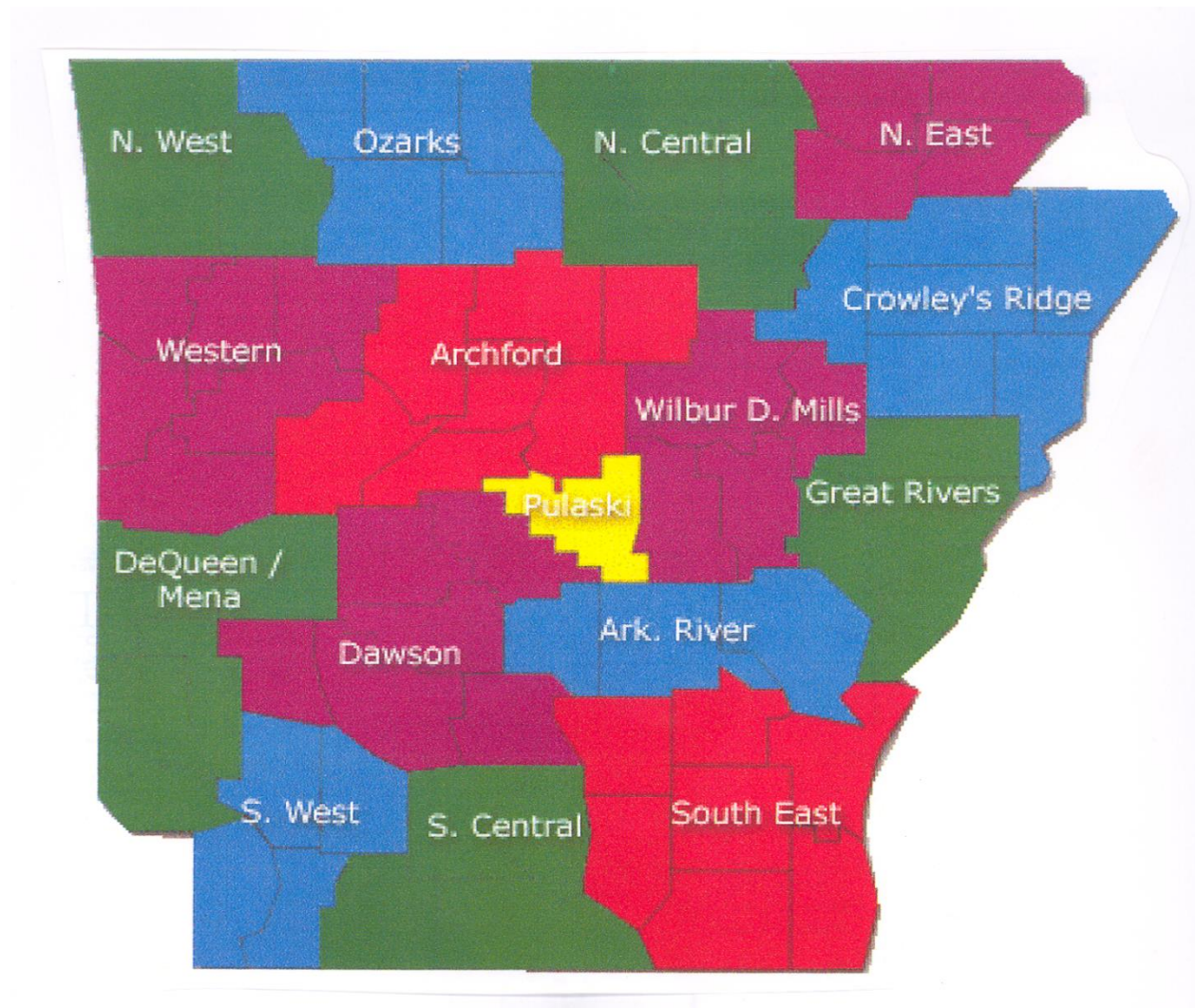
Arkansas River Education Service Cooperative

Proudly serving Arkansas, Grant and Jefferson Counties

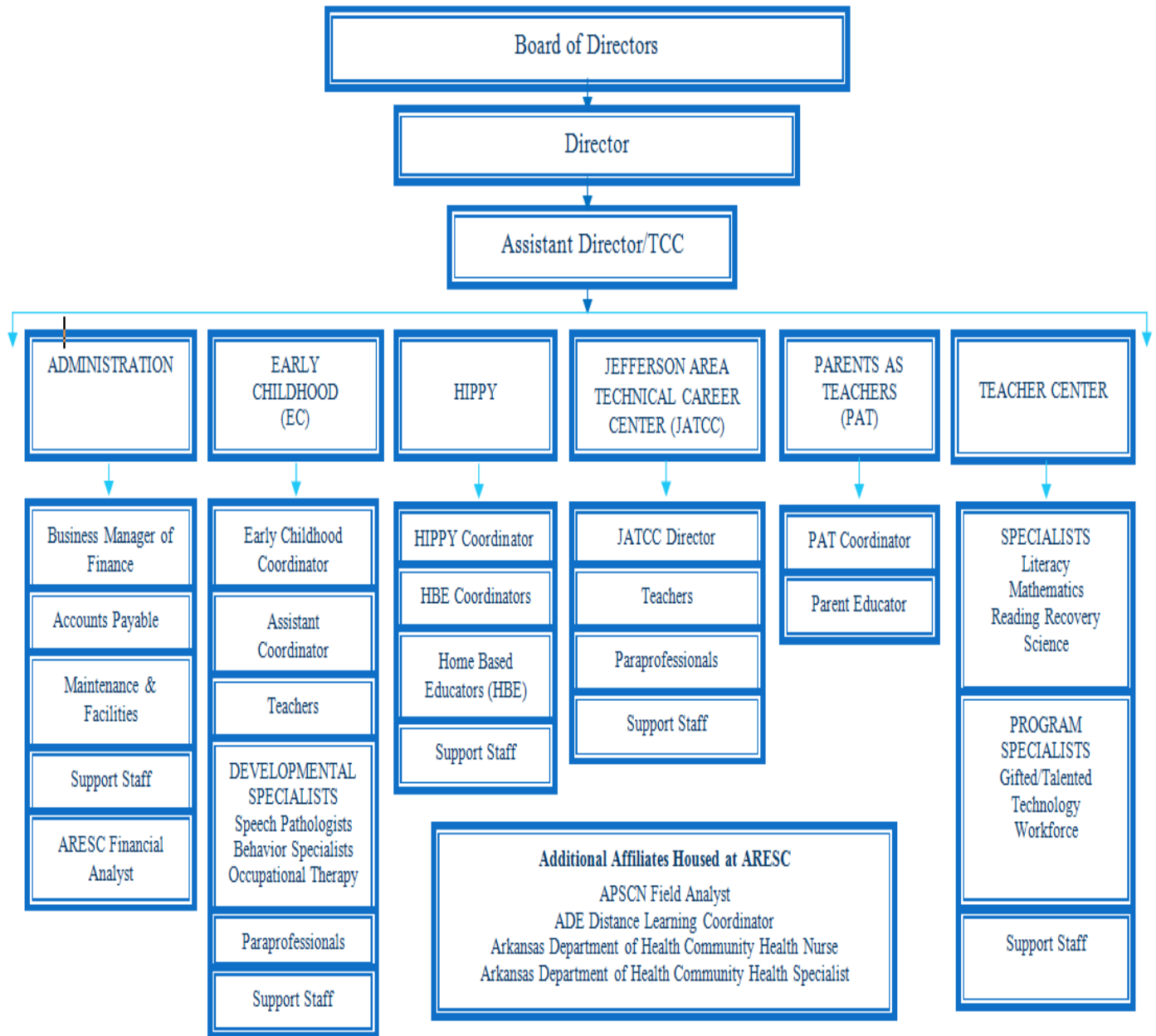
Mission Statement

The mission of the ARESC is to assist their member school districts and communities in:

- The development of more effective and equitable use of their shared resources
- Providing services that support the technology, knowledge, and skills necessary to impact effective citizenship
- Impacting economic productivity



Arkansas River Education Service Cooperative Organizational Chart



School Districts served in Arkansas River Education Service Cooperative

Arkansas Correctional School System, Arkansas School for the Deaf, Dollarway School District, Pine Bluff School District, Sheridan School District, Stuttgart School District, Watson Chapel School District, White Hall School District

Officers of the Board of Directors for 2015-2016

Name	Position	School District
Dr. Larry Smith	President	White Hall
Mrs. Barbara Warren	Vice President	Dollarway
Mr. Jarrod K. Williams	Secretary	Sheridan
Mr. Danny Hazelwood	Director/Ex-officio	ARESC

Members of the Board of Directors for 2015-2016

Name	Position	School District
Dr. Bill Glover	Superintendent	AR Correctional Schools
Dr. Janet Dickinson	Superintendent	AR School for the Deaf
Mrs. Barbara Warren	Superintendent	Dollarway
Dr. T. C. Wallace	Superintendent	Pine Bluff
Mr. Jerrod K. Williams	Superintendent	Sheridan
Mr. Nathan C. Gills	Superintendent	Stuttgart
Dr. Connie Hathorn	Superintendent	Watson Chapel
Dr. Larry Smith	Superintendent	White Hall

Teacher Center Committee Members for 2015-2016

Name	Position	School District
Varnette Bruce	Elementary Teacher	Watson Chapel
Susan Clausing	Secondary Principal	AR Correctional Schools
Tracy Criss	Elementary Literacy Facilitator/Teacher	Sheridan
Carol Jo Lambert	Secondary LMS/Teacher	Stuttgart
Andrea Mixon	Elementary Counselor/Teacher	Dollarway
Sandy Pitts	Elementary Teacher	White Hall
Lonya Robertson	Elementary Principal	AR School for the Deaf
Shelina Warren	Teacher	Pine Bluff
Kay Simpson	Asst. Director/TCC	ARESC

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: 7/20/15

LEA#: 35-20

ESC#: 10

ESC NAME: Arkansas River Education Service Cooperative

ADDRESS: 912 West Sixth Street, Pine Bluff, AR 71601

PHONE NUMBER: 870-534-6129

DIRECTOR: Mr. Danny Hazelwood

ASSISTANT DIRECTOR/TEACHER CENTER COORDINATOR: Mrs. Kay Simpson

NAMES OF COUNTIES SERVED: 3 Counties-Arkansas, Grant and Jefferson

NUMBER OF DISTRICTS: 8

NUMBER OF STUDENTS: 20,620

NUMBER OF TEACHERS: 1320

NUMBER OF ADMINISTRATORS: 112

I. GOVERNANCE:

A. How is the cooperative governed? Board of Directors X or Executive Committee

How many members on the Board? 8 Executive Committee? n/a

How many times did the Board meet? 11 Executive Committee? n/a

When is the regular meeting? 3rd Thursday of each month

Date of current year's annual meeting: August 20, 2015

B. Does the co-op have a Teacher Center Committee? YES X NO _____

If yes, then: How many are on the Teacher Center Committee? 8

How many members are teachers? 6

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? Fall, Winter and Spring with other meetings to be scheduled as needed

C. When was the most recent survey or needs assessment conducted? Winter, 2015

D. Have written policies been filed with the Arkansas Department of Education?

Yes X No _____

II. STAFFING:

Listed below are all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding source for the positions. Place an asterisk (*) beside those who are housed at the co-op and whose salary does not flow through the co-op's

Arkansas River Education Service Cooperative 2015-2016

S=State, F=Federal, M=Medicaid, B=Base Funds, D=District Allocations

	Name	Position	Funding Source	New Hire	Resigned
	Allerd, Kristie	HIPPY Home Based Educator	S, D	Y	
	Amerine, Angela	JATCC-Medical Professions Instructor	S, D		
	Archer, Paula	HIPPY Coordinator	S, D		
	Arnold, Latoya	HIPPY Home Based Educator	S, D	Y	
	Ashley, Tangrlia	HIPPY Home Based Educator	S,D	Y	
	Autrey, Danielle	ECH Paraprofessional	S, D		
	Bayird, Susan	ECH Medicaid Clerk	M		
	Beasley, Carsandra	HIPPY Data Entry Specialist	S		
	Black, Regina	HIPPY Home Based Educator	S,D		
	Bowman, Heather	HIPPY Home Based Educator	S, D		
	Brake, Lacey	HIPPY Home Based Educator	S, D	Y	
	Britton, Sheree	HIPPY Home Based Educator	S, D	Y	
	Brown, Kristin	HIPPY Home Based Educator	S,D	Y	
	Butler, Sherice	ECH Teacher	S, D	Y	
	Carmickle, Kanasha	ECH Teacher	S, D	Y	
	Casada, Meredith	ECH Speech Pathologist	S, D		
	Collins, Kimberly	HIPPY Home Base Educator	S, D		
	Connelly, Debra	ECH Paraprofessional	S, D		
	Copeland, Shelby	ECH Speech Pathologist	S, D	Y	
	Craine, Lauren	ECH Teacher	S, D	Y	
	Criner, Onico	HIPPY Administrative Assistant	S		
	Davidson, Chad	Facilities/Maintenance Coordinator	S, D		
	Davis, Mary	HIPPY Home Based Educator	S, D		
	Davis, Sheri	Literacy Specialist	S		
	Donham, Sheryl	ECH Teacher	S,D	Y	
	Dunn, Autra	HIPPY Curriculum Specialist	S		
	Eddings, Ellen	ECH Coordinator	S, D	Y	
	Edwards, Gail	PAT Educator	S		
	Fenters, Meagan	ECH Speech Pathologist	S, D		
	Flannigan, Marguerite	HIPPY Program Coordinator	S, D		
	Fletcher, MyKenya	FRC Program Secretary/HIPPY	S		
	Frazier, Lanette	EC H Administrative Asst.	S		
	Givens, Kristopher	JATCC-Criminal Justice Teacher	S, D		

	Gordon, Judy	JATCC-Administrative Assistant	S		
	Gray, Nerlean	ECH Paraprofessional	S, D		
	Givens, Calandria	JATCC-Teacher	S		
	Hazelwood, Danny	Director-1/4/16 thru 6/30/16	S	Y	
	Holcomb, Pamela	Administrative Assistant/Personnel	S		
	Hernandez, Nancy	HIPPY Home Based Educator	S, D		
	Holland, Aveil	HIPPY Home Based Educator	S, D		
	Hopkins, Christine	HIPPY Coordinator	S,D		
	Houghton, Denise	Dyslexia/Literacy Specialist	S		
	Jacobs, Marcie	EC Data Entry Clerk	S, D		
	Johnson, Alisa	HIPPY Home Based Educator	S, D		
	Johnson, Candace	HIPPY Home Based Educator	S, D		
	Judkins, Heidi	ECD Speech Pathologist	S,D	Y	
	Kees, Gary	Standards Assurance	S		
	Livingston, Tumiga	ECH Teacher	S,D		
	Lunsford, Andi	TC Science Specialist	S		
	Main, Amy	HIPPY Home Based Educator	S, D		
	Marbley, Barbara	PAT Home Visitor	S		
	Marks, Jasmine	Dyslexia Paraprofessional	S, D		
	Marshall, Kateshia	HIPPY Home Based Educator	S, D		
	Martin, Brittaney	HIPPY Home Based Educator	S	Y	
	Martin, Terry	Administration-Custodian	S	Y	
	McCloud, Kawana	ECH Behavior Specialist	S, D	Y	
	McDonald, Cynthia	Accounts Payable	S		
	Mercer, Liz	Community Health Nurse	S		
	Metz, Sandi	Admin. Asst./DL/Technology	S		
	Miller, Sara	HIPPY Home Based Educator	S, D	Y	
	Milburn, Jeannie	HIPPY Home Based Educator	S	Y	
	Milton, Shawni	HIPPY Home Based Educator	S, D		
	Moss, Tatrechia	HIPPY Coordinator	S	Y	
	Parks, Lashundra	ECH Teacher	S, D		
	Pye, Katherine	TC Program Secretary	S		
	Reed, Michael	Technology Coordinator	S		
	Rembert, LaTyeshia	HIPPY Coordinator	S, D		
	Riggins, Calvin	JATCC Welding Assistant	S	Y	
	Shelly, William	GT Specialist/DL Coordinator	S		
	Simpson, Kay	TC Coordinator/Asst. Director	S		
	Stocker, Olivia	PAT Coordinator	S		
	Stuckey, Amy	HIPPY Home Based Educator	S, D	Y	
	Swan, Cathi	ADE-Distance/Technology	S	Y	
	Taggart, LaKeisha	PAT Home Visitor	S	Y	R
	Taylor, Cathy	HIPPY Coordinator	S, D		
	Taylor, Vonda	Dyslexia Paraprofessional	S, D	Y	
	Terrell, NaQuishia	Receptionist/Admin. Support	S	Y	
	Thomas, Mesha	HIPPY Home Based Educator	S, D		
	Treadwell, Angela	HIPPY Home Based Educator	S, D	Y	
	Umphryes, Lucy	JATCC Teacher	S	Y	
	Vicker, Narzella	HIPPY Home Based Educator	S	Y	

	Warren, Barbara	Director-7/1/15 thru 12/31/15	S		R
	Washington, Jackie	Accounts Payable	S	Y	
	Waters, Gregory	JATTC-Welding Instructor	S, D		
	Watkins, Donald	Admin-Financial Analyst	S, D	Y	
	Watson, Shawndalyn	ECH Paraprofessional	S, D		
	White, Kurwin	JATCC-Criminal Justice Instructor	S, D		
	Wiley, Talisha	HIPPY Home Based Educator	S, D	Y	
	Williams, Ashley	ECH Teacher	S, D	Y	
	Williams, Vashanti	ECH Teacher	S		
*	Withers, Rosemary	Community Health Nutritionist	S		

III. TEACHER CENTER

Below is a list of all inservice training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Included is a cumulative total of participants. See Professional Development Activities Report at the end of this document.

Does the co-op provide media services to schools?	YES [<input type="checkbox"/>] NO [X]
Do districts contribute dollars to the media services	YES [<input type="checkbox"/>] NO [X]
Does the co-op operate a "make-and-take" center for teachers?	YES [X] NO [<input type="checkbox"/>]
How many teacher visits have been made to the center?	
Number of Teacher Participants:	503
Number of Other Participants:	99

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Cooperative Purchasing
- ☒ Conduct Annual Needs Assessments/Planning Assistance
- ☒ Special Education Services
- ☒ Gifted and Talented Assistance
- ☒ Grant Writing Assistance
- ☒ Personnel Application
- ☒ Assist/Support with Evaluation Procedures (OR, ACSIP, Monitoring, GT program evaluation, etc.)
- ☐ Migrant Student Identification
- ☒ Bookkeeping Assistance
- ☒ Technology Training
- ☒ Curriculum Support (Common Core State Standards)
- ☒ Business Management training
- ☒ Computer Technician
- ☒ C.C.R.P.P. Administration/Collaboration
- ☒ E-Rate Applications
- ☒ Assessment Data Analysis
- ☒ Instructional Facilitator Training
- ☒ Math/Science/Literacy Specialists
- ☐ Reading Recovery
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and local board members
- ☐ Perkins Consortium
- ☒ CTE Coordinator
- ☒ Professional Development
- ☒ Medicaid billing
- ☒ Psychological services
- ☒ School Health Nurse
- ☒ HIPPA
- ☒ APSCN Field and Financial Support
- ☐ OTHER (please specify)

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ Student assessment program
- ☒ Itinerant teachers – please list areas: (ECSE, SPEC)
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☐ Mentor programs (ex. Foster Grandparents)
- ☒ Gifted/Talented programs: 6 participating districts
- ☒ Digital instruction (ex. AR iTunes U, podcasts)
- ☒ Speech Pathology services
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☒ Other (Please specify): Home School Testing, Early Childhood Special Education 3-5 years age, CCRRP, Behavioral Intervention consultants

VI. ANECDOTAL REPORTS

There are descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

ARESC Literacy Leadership Council

The Arkansas River Education Service Cooperative Literacy Leadership Council was developed to improve the teaching and learning process in literacy in K-12. Each district selected a literacy leader to attend monthly training/collaborating work sessions in literacy content, curriculum alignment, assessment and instructional process delivery. The literacy coaches developed capacity in the local school districts through these work sessions. Leading Literacy/Curriculum Directors from our participating districts led sessions throughout the year. The focus this year has been Literacy Design Collaborative (LDC) and the development of lessons to assist the K-2 teachers in our state through ICLF modules (formerly ELLA and ELF).

ARESC Standards

The Arkansas River Education Service Cooperative is working with the other state education cooperatives in a collaborative effort to provide curriculum and resource support to our schools as they continue the implementation process for the Arkansas Curriculum Standards.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White _____
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of new females employed by the cooperative for the 2015-2016 school year: 24

For this number above, please provide the number in each of the following racial classifications:

White 10
African American 14
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White _____
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of females terminated by the cooperative during the 2015-2016 school year: 1

For this number above, please provide the number in each of the following racial classifications:

White _____
African American 1
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year:

10

For this number above, please provide the number in each of the following racial classifications:

White 4
African American 6

Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of females seeking employment by the cooperative during the 2015-2016 school year: 125

For this number above, please provide the number in each of the following racial classifications:

White 63
African American 62
Hispanic _____
Asian _____
American Indian ____
Alaskan Native _____

Program: Accounting

Funding Source: General

Competitive Grant ___ Yes ___ ☒ No

☒ Restricted ___ Non-Restricted

Participating Districts:

Arkansas Correctional School System, Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Cynthia McDonald	Business Manager	BS
Jacqueline Washington	Accounts Payable	BS

Goal:

To provide financial support to all programs and participating districts of the cooperative.

Program Summary:

2015-2016 State Funding Source

Base Funding \$408,618
Professional Development \$70,259
K-12 Science Specialist Grant \$86,500
K-12 Math Specialist Grant
K-12 Literacy Specialists Grant \$173,000
Technology Center Grant \$75,000
Gifted/Talented Specialist Grant \$28,500
HIPPOY \$1,050,000
Early Childhood Special Education \$821,860.00
Workforce Education Grant \$50,000
Parents as Teachers \$105,000

2015-2016 Federal Funding Source

Early Childhood Special Education \$129,305
Medicaid \$33,764.68
K-12 Behavior Support Specialist Grant \$110,000

Program: ADE/APSCN Student Applications Field Analyst

Funding Source: Arkansas Department of Education

Participating Districts: Arkansas Correctional School System, Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Linda Burt	APSCN Student Field Analyst	AA
Jacque Rowlett	APSCN Financial Applications	AA
Al Morgan	APSCN Student Field Analyst	BA

Goal:

To provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide guidelines.

Program Summary:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGard Pentamotion student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by email and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover. The Financial Applications Analyst provides services to districts within Arkansas that utilize the software that stores district, school financial information. Transition trainings were held at ARESC all year long to transition districts into eSchool. Roll over trainings were held to roll data into the upcoming school year.

Major Highlights of the Year:

Continued State Reporting training and new software implementation with eSchool.

Program: ADE School Improvement Advisor

Funding Source: Arkansas Department of Education

Participating Districts:

Arkansas Correctional School System, Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
LaDonna Spain	School Improvement Advisor	MSE
Kari Burkman	School Improvement Advisor	MSE

Goal:

To facilitate school improvement efforts in local districts and schools.

1. Support/Assist local school districts in developing the district level Arkansas Comprehensive School Improvement Plan (ACSIP).
2. Provide Technical Assistance to local school district related to ACSIP
3. Support/Assist local school districts with schools in "Focus" and "Priority" status with their school improvement efforts
4. Support/Assist local school districts develop/implement systematic and sustainable school improvement
5. Support/Assist local school districts research, development, and/or the acquisition of additional resources related to their school improvement efforts (both internal and external)
6. Provide a broker of resources/point of contact between the local School District and the ADE related to the Statewide System of Support (SSOS).

Program Summary:

School Improvement Supervisors assist with all areas of the School Improvement Process (ACSIP), including the Federal Program application and approval process; providing assistance with regulations and laws, responding to technical assistance requests from districts and schools; disseminating information as requested; cooperating with and participating in professional organizations. In addition to these responsibilities, the supervisors conduct on-campus visits to assigned schools and monitor school programs.

Major Highlights of the Year:

Collaborating as a Facilitator and member of the State Specialty Team; Facilitating the District Leadership Team Meetings with local Superintendents and/or Assistant Superintendents as requested; Providing Technical Assistance to districts as requested; Meeting with districts/buildings on regularly scheduled intervals (i.e. weekly, bi-weekly, monthly); Collaboratively working with LEA external providers working in the capacity of School Improvement Specialist (as requested), regional Cooperative Specialists (as requested), and various ADE Units; attending Federal Coordinators' Meetings at the cooperative to provide technical assistance an updated information.

Program: Career and Technical Education

Funding Source: Carl D. Perkins Funding

Funding Amount: \$ 50,000.00

Competitive Grant ____ Yes ____ ☒ No

☒ Restricted ____ Non-Restricted

Participating District:

Dollarway, Watson Chapel, White Hall, Pine Bluff S.D., Stuttgart, Sheridan

Personnel:

Name	Position	Degree(s)
Kelli Cypert	CTE Coordinator	BBA, M.Ed, MSE Certifications: National Board for Career & Technical Education and Professional Teaching Standards in Early Adolescence through Young Adulthood

Goal:

The goal of Career and Technical Education is to prepare secondary students to enter the workforce or post-secondary education, after high school graduation with little or no remediation. It is our goal to train our teachers in the most current technology and bring that technology to our students so that we can best prepare them for the future ahead. Perkins indicators and End Of Course scores are used as a guide to determine where to provide additional training for teachers and students.

Program Summary:

The coordinator for the Arkansas River Education Service Cooperative (ARESC) is required to write the annual Perkins Grant and to expend the grant monies throughout the member districts, if there is a consortium. This is done through pre-approved projects approved in the grant. The coordinator is also responsible for managing and preparing the reports required by the program and the professional development as needed.

Major Highlights of the Year:

This year, ARESC concentrated offering valuable technical skills in the areas of Welding, Business, Criminal Justice, Business Education, Nursing, Medical Professions, JROTC, Accounting, PLTW, Career Readiness, Auto Services, Manufacturing, and Family/Consumer Science. Several opportunities were given at ARESC for professional development for participating districts in integrating Common Core State Standards (CCSS) into the Career and Technical areas of study and Literacy and Math. National and local conferences were attended by participating districts. ARESC held a Career Fair which was a success.

Program: Dyslexia Support

Funding Source: Consortium fees paid by six member school districts (\$24,375.00 x 6)

Funding Amount: 146,250.00

Participating Districts:

Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall,

Personnel:

Name	Position	Degree
Denise Houghton	Dyslexia Support Coordinator	BSE
Vonda Taylor	Dyslexia Interventionist	BSE
Jasmine Marks	Dyslexia Interventionist/Parapro	

Goals:

1. To assist all participating education institutions in meeting the goals and state standards established by the Arkansas Department of Education and ACT1268.
2. Collaborate with and/or provide technical assistance in the following areas:
 - a. Level II dyslexia screening on identified students
 - b. Share results and recommendations of the screening/ evaluation with the RTI committee
 - c. Coordinate and provide dyslexia intervention services for students who exhibit characteristics of dyslexia.
 - d. Report progress data from interventions to the RTI committee
3. To provide quality professional development in the required screenings administered by the school districts, RTI practices and processes, and developing targeted interventions.

Program Summary:

- The Arkansas River Education Service Cooperative Dyslexia Support Services Division provided dyslexia services and support in accordance with 1268 for member districts. This support included dyslexia screening/evaluation, interventions services, data reporting, and professional development.

Major Highlights of the 2015-2016

The Dyslexia Department received training in the following areas:

- Barton Reading and Spelling System
- APPLE –Connections
- Dyslexia Research
- Multi-sensory Language Instruction

The Dyslexia Department provided intervention services in 2015-2016 school year to the following number of students from the following school districts:

- Sheridan- 17 students
- Pine Bluff -1 student
- Stuttgart – 6 students
- White Hall -4 students

The Dyslexia Department identified the following number of students to receive services in 2016-2017 in addition to those already identified for 2015-2016:

- Sheridan -3 students
- Pine Bluff- 1 student
- Stuttgart – 2 students
- White Hall- 1 student
- Watson Chapel – 2 students

The Dyslexia Department administered Level II assessments to 48 students from the 6 member school districts.

Program: Early Childhood Special Education

Funding Sources: Federal Grant, State Grant, and Local School Districts

Funding Amount: \$1,959,327.65 Competitive Grant ____ Yes ☒ No
(Inclusive of Carry-Over Balances)
☒ Restricted _____ Non-Restricted

Participating Districts:

Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel and White Hall

Personnel:

Name	Position	Degree
Ellen Jimmerson-Eddings	EC Coordinator	Ed.D
Susan Bayird	EC Medicaid Clerk/Budget Admin	BS
Marcie Jacobs	EC Data Accountability Administrative	HSD
Lanette Frazier	EC Administrative Assistant	BS
Meredith Bailey	Speech Pathologist	MSE
Shelby Copeland	Speech Pathologist	MS
Meagan Fenters	Speech Pathologist	MSE
Heidi Judkins	Speech Pathologist	MSE
Sherice Butler	ECSE Teacher	M. Ed
Lauren Craine	ECSE Teacher	BSE
Kanasha Carmickle	ECSE Teacher	M.Ed
Sheryl Donham	ECSE Teacher	BSE
Tumiga Livingston	ECSE Teacher	M.Ed
LaShundra Parks	ECSE Teacher	BSE
Ashley Williams	ECSE Teacher	M.Ed
Vashanti Williams	ECSE Teacher	BSE
Kawana McCloud	Behavioral Specialist	M.Ed
Debbie Connelly	Paraprofessional	Associate
Danielle Autrey	Paraprofessional	Associate
Nerlean Gray	Paraprofessional	HSD
Shawndalyn Watson	Paraprofessional	HSD

Goal:

The primary goal of the Early Childhood Division is to facilitate a “systems approach “through a seamless delivery of services by monitoring the process from screening to the IEP design and implementation.

Further, The Early Childhood Special Education Program provides developmentally appropriate services through an Individual Education Program for eligible children ages three (3) to five (5). These Intervention services provide students with the skills necessary to ensure successful transition to kindergarten and ultimately K-12 school experiences.

The Early Childhood Special Education staff works closely with school districts, parents, Head Start programs, and Childcare Providers in Arkansas, Jefferson and Grant counties in order to meet the goal of the program.

Program Summary:

The Arkansas River Education Service Cooperative **Early Childhood (EC) Division** takes responsibility for coordinating efforts within the region to **develop** and **establish** programs providing special education and related services to identified preschool aged children (3-5 years) with developmental delays. The Division collaborates in planning with the LEAs and superintendents in their districts for implementing activities to *ensure the identification of eligible children*. Services are provided to such children in accordance with individual educational plans developed with the least restrictive environment being the primary concern.

The ARESC Early Childhood Program staff assists with screenings on an on-going basis to identify children who may need additional evaluations to determine if they are eligible for services. Once referred to our program, the child is screened in the areas of vision, hearing, fine and gross motor, self-help, social/emotional, and communication skills. If the screening process identifies a delay, the **official referral** begins the **formal process** of determining eligibility for special education services. Once a referral is provided, the school/center must obtain written consent from the parent(s) or legal guardian(s) to begin the **evaluation phase** of the referral process. When the evaluation process is completed and a **determination** is made that a child **qualifies** for services, an **individualized education plan** is developed to address the deficit area(s) and **specialized instruction** is provided. Other services include speech-language therapy, occupational therapy, and physical therapy. A **review** of the child's progress, educational placement, and programming is conducted **annually**.

EARLY CHILDHOOD SERVICES:

The Arkansas River Education Services Cooperative Early Childhood Division provides services for children ages three (3) to five (5) with identified disabilities. The Early Childhood Special Education services are offered in accordance with the Individuals with Disabilities Education Act (IDEA) on behalf of the local school districts.

A child may be eligible for services if he/she is experiencing delays that interfere with development in one or more of the following areas:

- Speech/Language
- Vision/Hearing
- Adaptive/Self Help
- Cognitive/Academic Readiness Skills
- Behavioral/Social Skills
- Gross Motor/ Fine Motor

Each child's therapeutic program is individually planned and designed to prepare the child for future success in school. All of the following services are provided at no cost to the family:

- Developmental Screenings
- Comprehensive Evaluations
- Specialized Instruction

- Speech/Language Therapy
- Physical Therapy
- Occupational Therapy
- Other Appropriately Identified Service

PROGRAM OBJECTIVES:

- Facilitate the development of the whole child by enhancing the quality of services in the Early Childhood Program.
- Support the achievement of family goals
- Promote active engagement in learning, independent functioning and mastery of the child's environment
- Facilitate an effective, seamless delivery of services from screening to referral, evaluation, placement, development of the IEP and an effective service delivery model.
- Restructure the screening process to model and assist centers in assuming the responsibility for screening students.
-

MAJOR MONITORING COMPONENTS

- **Program Review-** Program improvement planning and monitoring will provide a greater emphasis on accountability and ensure delivery of quality services for children age 3 to 5.
- **Compliance** – Monitoring of services provides leadership and oversight in establishing consistency in procedures and program standards which promote improved outcomes for students with disabilities.
- **Staff Performance** – Annual performance reviews support employee development and provide opportunities to establish objectives for contributing to the mission of the Early Childhood Special Education Program.

Additionally, **Behavior Intervention Services** are designed to ensure that 3 through 5 year old children in need of behavior interventions are properly identified and receive the necessary services and supports. The Behavior Specialist works with general education teachers in Pre-K, Head Start, and Child Care programs to develop behavior interventions for students who exhibit behavioral concerns and are in need of programming to improve educational performance.

The Early Childhood Positive Behavior Support Program (**Rethink**) is researched based and uses educational methods that will be included in a student's program featuring replacement behaviors that have been modeled and practiced. Further, program components provide supportive measures that can be used to instruct, reinforce and increase appropriate behavior that will improve a child's outcome for successful school experiences.

Major Highlights of the Year:

CHILD COUNT 2015-2016

-

Status of Child Count	Count
2015 December 1 Child Find Count	366
Current Student Count	391
Number of children screened:	1385
Comprehensive and/or Speech Evaluations	382

School District	Child Count as of 5/10/2016
Dollarway	71
Pine Bluff	122
Sheridan	98
Stuttgart	37
Watson Chapel	29
White Hall	34
Total Child Count	391 Students

Centers Currently being Served by Early Childhood Division	Number of Centers/Students/Classrooms
Head Start Centers	14 centers with a total of 110 students in 33 classrooms
ABC Centers	10 centers with a total of 153 students in 30 classrooms
Private Centers/Itinerant	29 centers with a total of 128 students
Total Centers Currently being Served	53 391 Students

Major Highlights of the Year (cont'd):

CHILD FIND

Child Find ensures that all children with disabilities attending both public and private schools that are in need of special education and related services are provided with free and appropriate public education services. To this end, The Early Childhood Division is constantly seeking unique avenues to locate, identify and evaluate students with suspected disabilities in order to determine their need for early intervention and/or early childhood special education and related services. The Arkansas River Education Service Cooperative's Early Childhood Program continuously collaborate with

developmental disability agencies, Head Start programs, HIPPY, Parents as Teachers, public schools, public and private daycare providers, and other agencies in the provision of our services.

2015-2016 Child Find activities include the following:

- Creation of a Child Find page on ARESC's website
- Publicized Child Find Notice in the Pine Bluff Commercial and Arkansas Democrat Gazette
- Posted flyers in area schools and centers
- Building capacity with the Pine Bluff Jefferson County Economic Opportunities Commission (PBJCEOC). Several meetings were held to outline the division's work leading up to the Professional Development training.
- Participation in the Annual Health Fair on October 15, 2015 in conjunction with HIPPY/PAT. Child Find information along with resources promotional items and children books were distributed during the fair. Representatives were available to answer questions from parents and provide appropriate contact information depending on services needed.
- Staff attended the Stuttgart Child Find meeting on November 4, 2015. Preschool activities were discussed along with requested documentation provided to the Stuttgart LEA for her records.
- On April 2, 2016, the Early Childhood Division participated in **Arkansas Children's Week Family Fun Day** held at the Pines Mall. Young children were engaged in dramatic play and imaginative activities related to careers. Parents were provided informational materials relative to the Early Childhood program and given promotional items with our contact information printed on them. The Arkansas Children's Week activities provided an additional opportunity for outreach and networking with the parents of young children and local agencies.

Approximately 400 children attended and 307 adults. This event allowed the Early Childhood Division to interact with many families who were unfamiliar with our program, as well as, many families whose children already participate in the Early Childhood program.

- On April 8, 2016 and May 13, 2016 the Early Childhood Division set up an informational table display in conjunction with "La Renee Ministries" to promote community awareness of the availability of our services.
- The Early Childhood staff participated in pre-registration for Pre-K during the week of April 25-April 29, 2016. The Early Childhood staff set up an Informational Table Displays and Tri-fold Poster Boards to promote awareness of services provided through the cooperative.

FULL IMPLEMENTATION OF RETHINK BEHAVIOR SUPPORT INITIATIVE

The Rethink Positive Behavior Support Program was fully implemented this school year in the Early Childhood Division. Activities have been developed in collaboration with Rethink to include the following:

- Provision of a universal platform for all EC Team Members to access current student programs and professional development.
- Promotion of teacher use of research-based **Applied Behavior Analysis** strategies designed to address individual academic, behavioral, and other needs.
- Encouraged data driven decision making when designing Individualized Education Plans.
- Provided a universal platform to measure student progress on individual goals and interfaced this information with SEAS into the IEP.
- Customized behavioral and learning plans are key features
- Conducted a wide range of presentations from top experts in the field on the Tips and Webinars page.

FULL IMPLEMENTATION OF WEB-BASED MEDICAID REIMBURSEMENT PROGRAM

The Early Childhood Division is excited to embark upon new SEAS Web-based Medicaid Claiming and Revenue Maximization Program. This program has been very well received by Early Childhood Speech/Language Therapists and other related service providers. The Speech Therapists, Occupational Therapists and Physical Therapists use the DSCtop and DocNow applications to keep track of monthly student progress notes and calculations at the touch of their I-Pads. These applications have the capability of full interface with current IEP software (SEA) to extract information to create a claim.

PROFESSIONAL DEVELOPMENT/STAFF TRAINING

The Early Childhood Division has been involved in intensive, focused Professional Development Professional Development Activities:

- On Tuesday, September 8, 2015 The Early Childhood (EC) Division conducted training for HIPPY staff on “THE EC Referral Process for HIPPY”
- On August 5, 2015 **Phase I** of the training for Pine Bluff Jefferson County Equal Opportunity Commission – Head Start was held. An overview of the Brigance III, Child Find, Speech Language Screening, Vision Screening, Hearing screening and Developmental Screening
- **Phase II** of our Professional Development Training was held from August 10, 2015 – August 21, 2015. Our theme was “Covering All the Bases.” Some of the topics which were covered were:
 - ✚ Policies, Procedures and confidentiality
 - ✚ ARESC Phone Systems and ESCWorks
 - ✚ Medicaid Web Based
 - ✚ Child Maltreatment
 - ✚ Standard Based IEP/Due Process
- Teachers, Speech/Language Pathologists, Paraprofessionals and the Behavior Specialist attended the Arkansas Special Education Early Childhood Professionals (ASEP) Conference August 12, 2015 entitled, “*Early Brain Development*”
- Arkansas Department of Education staff (Jennifer Gonzales, Lisa Haley and Carrie Anderson) provided an overview of the Special Education State Systemic Initiative on August, 13, 2015.
- Speech Therapists attended the ARKSHA Conference on October 15th and 16th in Little Rock, Arkansas. The focus topic for this conference was *Childhood Apraxia and Severe Speech Sound Disorders: Differential*.
- October 12, 2015, the Early Childhood Division participated in the Cross Agency PD Work meeting.
- November 4, 2015^h several Early Childhood staff members participated as part of the team for the “**Collaborating for School Readiness Summit**” at the Arkansas Children’s Hospital. Team members were comprised of a representative in the following categories: Child Care (preferably CCDF), Head Start Representative, PreK Teacher, PreK Director, ABC Teacher, HIPPY Representative, Special Education Representative, Principal, Kindergarten Teacher, and a parent. The purpose of this summit was to foster a seamless transition and long-term success of Pre-K and Kindergarten children by promoting the continuity of services between Head Start, Arkansas Better Chance, Home Visiting, Child Care/CCDF, and Public School Kindergarten, including interoperable data systems and assurances that children enter public school ready to learn.
- The Early Childhood staff attended the Student Literacy presentation at the University of Arkansas at Pine Bluff on literacy and community outreach November 12, 2015.

- The Early Childhood Coordinator and the Data Administrative Assistant participated in the Cycle 4 Webinar training on November 18, 2015.
- The EC Staff (teachers and therapists) participated in a **RETHINK Professional Development Training** on Friday, February 5, 2016. This intense training was conducted via webinar and provided an in-depth explanation of RETHINK's resources, account set-up, student assessments, lesson library, student learning plan (IEP), and data express. Furthermore, the Behavior Specialist has worked diligently with RETHINK representatives and has obtained her RETHINK certification as a RETHINK trainer. The ARESC's EC RETHINK leadership is committed to carefully monitoring the change process (new interface) with confidence that we will be able to measure the impact and evaluate the successes of RETHINK.
- The Early Childhood **Standard-Based IEP** Team shared the EC Division's Training Plan for implementation at our February 19th Monthly Staff Meeting.
- The Early Childhood Special Education **Annual Review/Transition Training** was held on Friday February 26, 2016.
- On Thursday, March 10th, the Early Childhood Behavior Specialist attended the PEAK Conference Group training on Autism. Susan K. Lewis Stokes, M.A., CCC-SLP provided an overview on Autism Spectrum Disorder (ASD).
- The Early Childhood Coordinator attended the ADE Special Education Finance workshop on April 22, 2016 to address Pre-school Budget Preparation.
- On Tuesday, April 12-13, 2016, the Early Childhood Coordinator and Behavior Specialist attended the seminar entitled, "Using Powerful Interactions Stance to Support Program Staff," held in Little Rock, Arkansas
- The Early Childhood-Records & Accountability Administrative Assistant along with the Early Childhood Coordinator attended the eSchool training at the APSCN Computer Lab in Little Rock, Arkansas on April 20, 2016. The training provided an overview of Cycle 7 reporting of data which includes data entered for all Special Education students with referrals, early childhood exits, kindergarten conferences and Early Childhood outcomes.
- On April 22, 2016, the Early Childhood Coordinator attended the Special Education Finance Training for June 1, 2016 Application workshop. Also, the Early Childhood Coordinator attended the LRP Institute in New Orleans on April 24-27, 2016 where she participated in the institute sessions.

COMMUNICATION PLAN

The Early Childhood Division worked diligently to provide a division's Communication Plan which provides the framework for our vision, mission, purpose, goals and objectives. The Communication plan also provides information on our targeted audience, how the division plans to accomplish our objectives, media avenues the division will use to reach the public and stakeholders, the timetable in which our objectives will be completed, and how the division will measure the effectiveness of our program.

UPDATED EARLY CHILDHOOD WEB PAGE

ARESC Early Childhood Division website was redesigned with current and pertinent information. The updated website is inclusive of the division's mission, vision, goals, services provided, along with eligibility requirements. Other information provided on the website is a "Parent's Corner" which contains videos to help parents to understand an IEP and how to prepare for an IEP Conference. Further, Early Childhood uses the website as one of the avenues for the division to publicize our **Child Find** efforts.

STAFF ENGAGEMENT “BEGIN WITH THE END IN MIND”

The Early Childhood Staff is passionately ready to accelerate the move toward excellence achievement to guarantee that we give all students the essential readiness skills necessary for future success in school and later in life.

- Develop a Divisional “Service-Approach”
- Build Relationships with media
- Quarterly newsletter
- TV and Radio producers
- Press Releases
- Joint staff training
- Photo Opportunities
- Facilities connections among community stakeholders; group; religious leaders, business groups, private/parochial schools and area legislators.
- Community Forums
- Build and maintain partnership with businesses
- Promoting Child Find through sororities, fraternities, etc.
- Use electronics, mass media tools to promote awareness and interest, such as, website, videos to post on social media, and print media.
- Distribute fact sheet
- Develop Public Service Announcements (PSA’s) for TV and radio
- Collaborate with media to tell “our story” regionally

MEMORANDUM OF UNDERSTANDING/INTERAGENCY AGREEMENTS

The Early Childhood Division assures that interagency agreements will exist because they are essential to fulfilling statutory compliance for the provision of a free appropriate public education (FAPE) to students ages 3-5. The interagency agreements are developed and implemented in accordance to the students’ needs.

The Memorandum of Understanding/Interagency agreements between the ARESC and other agencies relate to the provision of Special Education and related services are listed as follows:

- Pine Bluff Jefferson County Equal Opportunity Commission, Inc. – Head Start
- Community for Action Program for Central Arkansas (CAPCA) Head Start Programs -Stuttgart
- Central Arkansas Development Council (CADC) Head Start/ABC
- Parents as Teachers (PAT)

*****All information is based on 2015 – 2016 verified data.***

Program: Early Childhood Special Education Child Daycare Providers

Funding Source: ADE, DHS, DH

Competitive Grant: ☒ Yes ☐ No
☒ Restricted ☐ Non-Restricted

PARTICIPATING DISTRICTS:

Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel and White Hall

PERSONNEL:

Name	Position	Degree
Ellen Jimmerson-Eddings	EC Coordinator	Ed.D. Educational Administration and Supervision

GOAL:

ARESC participates in the Childcare Providers Program with the Arkansas Early Childhood Commission.

PROGRAM SUMMARY:

ARESC has provided services and encouraged attendance at appropriate in-service activities and the use of media center equipment. Childcare Providers are considered members of the ESC Works and the TAPP Registry. Registration with the Commission and securing a membership card will allow full privileges on the cost and the use of materials and equipment. The support of the Commission has helped to educate and encourage usage by more Childcare Providers and to provide materials specifically for their use. ARESC provides space for teleconferences for staff to participate in-service at daycare sites. ARESC provides space for childcare centers' annual programs including Christmas and graduation programs. ARESC conducts Child Find activities within the centers and makes developmental material available to parents, visitors and staff.

MAJOR HIGHLIGHTS OF THE YEAR:

Continuation of Sheridan SLIDE program; Mass screenings of students which ensure earlier intervention services; Increased Childcare and private provider participation in programs; Collaborative efforts with UALR/UAMS and the UALR-UAMS Department of Audiology and Speech Pathology for hearing screenings.

Program: Early Childhood Annual Report-Medicaid in Schools

Funding Sources: ADE Grant, Federal Preschool Grant and Reimbursement for Services

Participating School Districts:

Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, and White Hall

Personnel:

Name	Position	Degree
Susan Bayird	ARESC Medicaid Clerk	BS-Business Administration

Goal:

Provide public education agencies with opportunities to maximize Medicaid reimbursement and other resources for the purpose of enhancing student health and promoting academic achievement.

Program Summary:

The ARESC Early Childhood Medicaid Reimbursement Program is an additional funding source that directly complies with the Arkansas Medicaid in the Schools (MITS) system. This system allows school districts and education service cooperatives to recoup portions of Medicaid generated funds for medical related services. Under the MITS system, an agency must create, monitor and report information to the Arkansas Medicaid Program to receive Medicaid reimbursement. The services generating the recoupment assist children in being successful in the early childhood (ages 3-5) milieu.

The following information is available to school districts and education service cooperatives via the MITS program:

Training for health related services	Policy and program development
Initiate/develop new revenue streams	Technical assistance
Collect, manage, and analyze data	Electronic billing
Revenue increasing strategies	Program management (ARMAC)

Major Highlights of the Year:

- Increased productivity/capacity through the early completion of vision/hearing screenings.
- Staff participation at the Annual Conference held at Jefferson Regional Hospital.
- Staff participation in Arkansas Medicaid Administrative Claiming (ARMAC) Annual Training.
- Contracted services for Speech Language Pathologist Assistant (SLPA) to assist two (2) Speech Language Pathologists in serving a caseload of children ages 3-5 that have been identified with speech and or language deficits of varying severities.
- Implementation of SEAS (DscTop) Medicaid reimbursement program for revenue claiming and maximization Medicaid billing.
- Monitoring of Speech Therapists', Occupational Therapists', Physical Therapists', progress notes through SEAS (DscTop). This monitoring mechanism ensures a greater emphasis on accountability, delivery of high quality services for children age 3 to 5 and to effectively addressing the requirements for Medicaid billing
- Provided Leadership (EC Coordinator) for the review and modification of the Medicaid Reimbursement Program which may result in a substantial increase in reimbursement.

Program: Facilities and Maintenance and Transportation

Funding source: LEA's Competitive Grant ___ Yes X No

X Restricted _____ Non-Restricted

Participating Districts:

Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Chad Davidson	Facilities Compliance Coordinator	BS

Goal:

To assist school districts with the 10 year facilities plan / project planning and funding, as well as maintenance and transportation rules and regulations.

Program Summary:

Public School districts are required to have 10 year facilities plans. The coordinator of the program provides school districts in the Great Rivers Education Service Cooperative as well as ARESC area with training, services and site visits to support proper planning. These efforts are coordinated with the Arkansas Division of Public School Academic Facilities & Transportation, a separate state agency, governed by the Arkansas Commission for Public School Academic Facilities & Transportation, headed by the Director of the Arkansas Department of Education.

Major Highlights of the Year:

All School districts had their plans in place and were approved. In addition, the most recent odd-year update was submitted in February, 2015, with plans approved. All districts with potentially eligible projects were identified, and applications were made to receive state assistance funding through the Partnership Program. The full approved & disapproved lists were published by May 1st, 2015 (as required by law). Those lists indicated that the ARESC districts' projects received a total maximum of \$7,320,233.95 in state share. Trainings were held for facilities and maintenance personnel for School Dude.

Program: Gifted and Talented

Funding Source: Arkansas Department of Education

Funding Amount: \$28,500

Competitive Grant ___ Yes ___x___ No

___ Restricted ___x___ Non-Restricted

Participating Districts:

Arkansas Department of Corrections, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Bill Shelly	GT Specialist	MSE
Sandi Metz	Administrative Assistant	AA

Goal:

To provide support and training to local school district Gifted and Talented (GT) personnel. To provide support for yearly Arkansas Department of Education (ADE) monitoring. To support local school districts in Pre-Advanced Placement (Pre-AP)/Advanced Placement (AP) offerings. To provide support and training in differentiation, critical thinking, Higher Order Thinking Skills (HOTS), project-based learning, creativity and other GT related topics to general education K-12 audiences. To provide competition opportunities to local school districts in Chess Tournaments, Quiz Bowl Tournaments and Jefferson County Spelling Bee.

Program Summary:

The GT Specialist provides professional development in a number of key areas that support best practices and the Common Core State Standards (CCSS). He attends state-wide meetings and will be involved in state initiatives in order to provide the latest information to local school districts. The GT specialist will support district GT personnel in preparing for ADE monitoring visits. He will offer opportunities for student competition to help prepare districts for regional and state tournaments.

Major Highlights of the Year:

Conducted numerous targeted professional development trainings at local school districts in the areas of differentiation, HOTS, project based learning and high yield instructional strategies. Provided BloomBoard training and support to local districts. Coordinated Pre-AP training in English/Social Studies, Mathematics and Science at ARESC. Serving as President of Arkansas Association of Gifted Education Administrators (AAGEA), board member of the Arkansas Association of Education Administrators (AAEA). Served as Technology Chairperson for the state Arkansas Gifted and Talented Educators (AGATE) Conference. Directly served over 2,000 students in Chess and Quiz Bowl Tournament competitions. Provided support, professional development and trainings for Teacher Excellence and Support System (TESS) and LEADS to teachers and administrators. This support included site visits, telephone calls, emails as well as professional development opportunities held at ARESC

Program: HIPPY (Home Instruction Program for Preschool Youngsters) 2015-2016

Funding Source: Arkansas Better Chance and Maternal Infant Early Childhood Home Visiting

Funding Amount: \$ 1,050,000.00 (ABC) \$242,460.00 (MIECHV) Competitive Grant ☒ Yes ☐ No

☒ Restricted ☐ Non-Restricted

Participating Districts:

Dollarway, Pine Bluff, Sheridan, Stuttgart, White Hall, Watson Chapel, Rison, Woodlawn, and Star City, Fordyce

Personnel:

Name	Position	Degree
Flannigan, Marguerite	Program Coordinator	MSE
Archer ,Paula	Field Coordinator	BSE
Hopkins, Chris	Field Coordinator	BSE
Milton, Shawani	Field Coordinator	BS
Rembert, LaTyeshia	Field Coordinator	BSE
Taylor ,Cathy	Field Coordinator	BSE
Beasley, Carsandra	Data Specialist/Office Assistant	MSA
Criner ,Onico	Adm. Assistant	BSA
Dunn ,Autra	Curriculum Assistant	AA
Flethcer, MyKenya	Project Specialist/Office Asst. II	AA
Ashley, Tan	Homebased Educator	BSA/ CDA
Allred, Krisiti	Homebased Educator	HSD
Black, Regina	Homebased Educator	AA/CDA
Brake, Lacey	Homebased Educator	AA
Britton, Sharee	Homebased Educator	HSD
Bowman, Heather	Homebased Educator	AA/CDA
Carroll, Sharon	Homebased Educator	HSD
Cline, LaToya	Homebased Educator	AA
Davis, Mary	Homebased Educator	HSD
Ellis, Sarah	Homebased Educator	AA
Hernandez, Nancy	Homebased Educator	HSD/CDA
Holland, Aveil	Homebased Educator	HSD/CDA
Johnson, Alisa	Homebased Educator	HSD/CDA
Johnson, Candace	Homebased Educator	HSD/CDA
Main, Amy	Homebased Educator	AA/ CDA
Malakyah, Antwette	Homebased Educator	HSD
Marshall, Kateshia	Homebased Educator	HSD/CDA
Martin, Brittaney	Homebased Educator	BS
McNeil, Cherly	Homebased Educator	HSD
Milburn, Jeannie	Homebased Educator	HSD
Miller, Sarah	Homebased Educator	AA
Moss, Tatrecia	Homebased Educator	BS
Newton, Kim	Homebased Educator	BS
Simmons, Vincentia	Homebased Educator	AA

Spadoni, Anja	Homebased Educator	HSD
Spadoni, Kristin	Homebased Educator	HSD
Stuckey, Amy	Homebased Educator	HSD/CDA
Torres, Marria	Homebased Educator	AA
Thomas, Mesha	Homebased Educator	BS
Vickers, Narzella	Homebased Educator	AA
Wiley, Talisha	Homebased Educator	HSD

Goal:

The goal of the Arkansas River Education Service Cooperative HIPPY Program is to reach families in their familiar surroundings, empower parents in the educational role as their children's first teacher, assist the caregivers in better preparing their children for success in school, to refer families to community services as needed and to serve as a liaison between the home and the public schools.

Program Summary:

The ARESC- HIPPY Program served 750 students, ages 3, 4, and 5 within ten (10) school districts during the 2015-2016 program year. The ARESC-HIPPY Program is staffed by one Program Coordinator, five Coordinators, four Office Support Staff and thirty-one (31) Home-based Educators administered the Brigance Developmental Screening, Vision Initial Screening, and Hearing Initial Screening to each child. The Ages and Stages Developmental Screening and Family Map are used on MIECHV children as well as the other screenings. Families are then given references if needed for smoking cessation, mental health help and for low cost health insurance. The staff also assisted each family in acquiring the documentation necessary for the child to successfully enter school, such as birth certificate, social security card, health screening, and immunization records. The staff also enters each family and child into the state data system, ETO and COPA, which tracks monthly enrollment and Brigance IED Assessment, which is the statewide assessment.

Major Highlights of the Year:

The ARESC-HIPPY holds an Annual Health Clinic each year for its families and children in October to help parents get their child's health screenings. All of the physicians and nursing volunteer their time for a great cause. The program also collaborates with other ABC/MIECHV programs, learning centers, hospitals, community service providers for an Annual Children Holiday Play and Annual Arkansas Children's Family Play Day event. The ARESC-HIPPY Program had a successful audit with the AR Division of Child Care and Early Childhood Education with complimentary findings. Arkansas State HIPPY audited each field office, also with Stellar Ratings. It is highest award available for the state.

Program: Jefferson Area Technical Career Center (JATCC)

Funding Source: Arkansas Department of Education
Local Feeder Schools

Funding Amount: Competitive Grant ☐ Yes ☒ No

☐ Restricted ☒ Non-Restricted

Participating Districts:

Dollarway, Pine Bluff, Watson Chapel, and White Hall

Personnel:

Name	Position	Degree
Kurwin L. White	Director	MS Criminal Justice Education
Judy Gordon	Administrative Assistant	ASS
Angela Amerine	Teacher, Medical Assisting	BSN
Lucy Umphryes	Teacher, Nursing Assistant	BSN
Calandria Givens	Teacher, CADD	BA
Gregory Waters	Teacher, Welding	MA
Calvin Riggins	Teacher Assistant, Welding	N/A
Melisa Wells	Teacher, Banking & Finance	MAT
Kristopher Givens	Teacher, Criminal Justice	BA
None at this time	Teacher Assistant Criminal Justice	N/A

Jefferson Technical Career Center's Goals:

1. Jefferson Area Technical Career Center is committed to serving the post-high school career and job market preparation needs of all high school students enrolled in grades 10, 11, and 12 throughout Jefferson County.
2. To prepare student to be both college and career ready upon graduation.
3. To provide students with the soft skills needed to survive in our present day job market.

Jefferson Technical Career Center's Program Summary:

- Jefferson Area Technical Career Center has partnered with the National Technical Center That Work (TCTW) in order to provide our student with the best possible training. We utilize TCTW best practices. This allows our students to be able to compete with student from across the nation. We offer 5 Programs of Studies at the center. The Programs are: 1. Business and Marketing Technology, 2. Computer Aided Drafting, 3. (Health Science Programs) Medical Assistant/Nursing Assistant.
- 4. Welding and 5. Criminal Justice
- We have intensified our recruitment activities and increased our student population to 226 students.
- We served 42 students in the Medical Assistant program
- We served 35 student in our Nursing Assistant program
- We served 51 students in our Welding program
- We served 24 students in our Business and Marketing Technology program

- We served 22 students in our Computer Aided Drafting program
- We served 52 students in our Criminal Justice program.

JATCC Major Highlights of the 2015-2016 School Year:

The Jefferson Area Technical Career Center (JATCC) increased the number of students it served from 193 in 2014-2015 to 226 in the 2015-2016 school year. Along with closing out the current school year, we are also in the process of preparing to relocate the program for the upcoming 16-17.

In the forthcoming school year, our Career Center will be housed at 1903 W. 34th Ave. JATCC is also currently engaged in negotiations with Southeast Arkansas College (SEARK) to establish a Memorandum of Understand (MOU) and an articulation agreement. The previously mentioned agreements will not only afford our Welding Program and students the opportunity to be housed on the SEARK Campus; it will also offer our students the opportunity to receive college credit.

JATCC is making moves to enhance the technology based learning in our Career Center. So, in the next school year, students will be introduced to several new course offerings. We are proud to say that beginning in the 16-17 school year, we will be offering Mobile Application Development, Computer Engineering Technology, and Emergency Medical Technician (EMT) Courses.

(JATCC) is currently providing service in five Programs of Study areas.

MEDICAL ASSISTING PROGRAM HIGHLIGHTS

- Students participated in community service activities such as food drive of Neighbor to Neighbor. Other community projects included collecting money for Angel Tree and taking part in the Great Arkansas Cleanup.
- Competed in the HOSA Competition. One student placed 3rd in state-wide medical assisting competition; One student placed 3rd in state-wide veterinarian science competition; and two students placed 3rd in state-wide health career display competition; Each have qualified to compete in 2016 HOSA International Competitive Events.
- Thirteen students participated in the JATCC-UAMS/college of Health Professions Pre-Health Professionals Academy with internship at local healthcare providers
- As a result job-shadowing opportunities.

MEDICAL PROFESSIONS/NURSING ASSISTING HIGHLIGHTS

- Students were active in the HOSA organization.
- Student's assisted the HIPPY Program in giving the pre-school student's physicals.
- Several students were offered employment after graduation in the Nursing Assistant field.
- 20 students will test for their CNA Certification after completing the Prometrics test
- One student from White Hall will begin work at Ralph Robinson & Son after graduation. Studying to be a Mortician.

BUSINESS: BANKING AND FINANCE HIGHLIGHTS

- Students took part in the Jefferson County 5K and the Susan G. Komen Race for the Cure.
- Eight students received a certificate in Financial Literacy in EverFi.

- 54% of students successfully passed the modules to obtain FDIC (Federal Department of Insurance Corporation) Money Smart certificates.
- Students visited the Arkansas State Capitol and viewed the vault and Crews & Associates, an investment banking firm.

WELDING HIGHLIGHTS

- Students took part in community activities such as can food drive for Neighbor to Neighbor and Great Arkansas Clean-up.
- Students went on several field trips to experience what college level training in the Welding field is like.
- Several students competed in SkillsUSA competitions.
- One student will be attending Oklahoma State University major in welding technology
- One student will be attending Tulsa school of Welding.

CRIMINAL JUSTICE HIGHLIGHTS

- The Criminal Justice program started the year of with 51 students. The overall school year has proven to be very productive.
- We started the process of initiating an Articulation Agreement with the University of Arkansas at Pine Bluff to give college credit for our students.
- Students took part in community service activities such as Susan G. Komen Breast Cancer Walk, Arkansas Clean up, can food drive and UAPB Homecoming Activities.
- Students competed in SkillsUSA competitions.
- Students were trained in C.E.R.T. (Community Emergency Response Team)
- Students participated and conducted 3 different mock trials.

COMPUTER AIDED DRAFTING AND DESIGN HIGHLIGHTS

- Seventeen students completed our program this year.
- Students toured the SAU campus Industrial Department
- All students developed professional portfolios.
- Students learned to produce 2D multiviews by hand & computer.
- Students learned to model products using 3D software.
- Students learned to produce residential floor plans.
- Student took part in community service activities such as Jefferson 5K Walk/Run/Dance event, can food drive, blood drive, and Susan G. Komen's "Race for the Cure".
- Students participated in the fall leadership "officer's essential" workshops in North Little Rock, AR
- Students competed in SkillsUSA Spring Leadership conference in Hot Springs, AR.
- CAD student, Kameron Dorrough placed 2nd in "Job Skill Demonstration", winning the silver medal.

Program: K-12 Literacy

Funding Source: Arkansas Department of Education

Learning Services Division, K-12 Literacy Unit

Funding Amount: 173.000

Competitive Grant ☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts:

Arkansas Correctional School System, Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Dee Davis	Literacy K-12	MSE
Paula Findley	Literacy K-12	MSE

Goals:

1. To assist all participating education institutions in meeting the goals and state standards established by the Arkansas Department of Education and the new State Standards.
2. Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to districts in School Improvement in the form of:
 - a. Supporting the School Improvement Process
 - b. Leading District Leadership Teams in the Root-Cause Analysis process
 - c. Assisting School Districts in analyzing data (Student Achievement, School Process, Perceptual, and Demographic)
 - d. Planning for and providing Professional Development
 - e. Monitoring and Planning for Core instruction
 - f. Assisting District Instructional Coaches
 - g. Using CWT or other District Observation Protocols
 - h. Collecting and Analyzing data from CWTs with District Leadership Teams
 - i. Identifying, Implementing, Monitoring and Reflecting on the District's plan of action
 - j. Celebrating Successes
 - k. Collaborating with the Arkansas Department of Education during unit meetings, regional meetings, Zoom meetings and other opportunities as they arise.
2. To support and build capacity with district leaders and instructional coaches through the coaching philosophies of Jim Knight, Stephen Barkley, and/or Diane Sweeney.
3. To provide quality professional development in ELLA (Early Literacy Learning in Arkansas) to all teachers, instructional coaches, and administrators as they transition to the Common Core State Standards.
4. To provide quality professional development in ELF (Effective Literacy for Grades 2-4) to all teachers, Instructional coaches and administrators as they transition to the Common Core State Standards.

5. To provide quality professional development in I.C.L.F. (Implementing a Comprehensive Literacy Framework) to all teachers, instructional coaches, and administrators as they transition to the Common Core State Standards.
7. To provide quality professional development in the implementation of LDC (Literacy Design Collaborative).
7. To provide quality professional development in Instructional Coaching to all Instructional Coaches.
8. To provide quality professional development in Best Practices/High Yield Strategies to teachers, instructional coaches, and building-level Principals

Literacy Goals (cont'd.)

9. To provide quality professional development in Disciplinary Literacy to all teachers, Instructional Facilitators/Coaches, and Administrators as they implement the State Standards.
10. To provide quality professional development in Strategic Instruction Model (SIM), collaborate with teachers, and model routines in classrooms throughout ARESC districts.
11. To promote Arkansas IDEAS and Arkansas iTunesU to District Leaders, Instructional Coaches, teachers, and other support staff throughout ARESC districts.
12. To provide support to teachers in the area of Dyslexia Awareness and information regarding required screenings.

Program Summary:

- Early Literacy Learning in Arkansas (ELLA) is a two-year professional development designed to assist teachers in K-1 for implementing a comprehensive literacy classroom.
- Effective Literacy (ELF) is a two-year professional development designed for grades 2-4 to implement a balanced literacy approach in instruction, assessment and intervention.
- Disciplinary Literacy is a professional development program designed for Science and Social Studies teachers in grades 5-8 and 9-12 to integrate specific, research-based literacy strategies aligned to the Common Core State Standards as well as content area practices.
- Implementing a Comprehensive Literacy Framework is a professional development opportunity developed by literacy specialists from the Arkansas Department of Education and education service cooperatives to provide guidance and support in building and sustaining a comprehensive literacy system at the local level. As a whole, the modules serve as a complete course of study for reading and writing teachers.
- K-12 Instructional Facilitating is professional development designed to support instructional facilitators in Arkansas schools through embedded professional learning.
- SIM (Strategic Instruction Model) is a comprehensive approach to adolescent literacy that addresses the need of students to be able to read and understand large volumes of complex materials as well as their need to be able to express themselves effectively in writing.
- Literacy Design Collaborative (LDC) offers teachers, coaches, and leaders an instructional system for developing students' literacy skills to prepare them for the demands of college and careers.

Major Highlights of the 2015-2016 School Year:

The Literacy Department received training in the following areas:

- Common Core State Standards
- C3 Framework for Social Studies
- Teacher Evaluation- Framework for Teaching, LEADS, BloomBoard, Coaching
 - Literacy Design Collaborative (LDC)
 - Capacity Building
 - Close Reading
 - Text Complexity
 - Text Dependent Questions
 - Shared Research and Inquiry
 - Informational Writing
 - Research Writing
 - Disciplinary Literacy
 - Inquiry Circles
 - Adolescent Literacy Research
 - Argumentative Writing
 - Descriptive Writing
 - Academic Vocabulary
- SIM (Strategic Instruction Model) Content Enhancement Routines (CERs)
 - Dyslexia Training/Support

Literacy Major Highlights (cont'd.):

The Literacy Specialists met regularly with the Arkansas Department of Education and other specialists during Unit meetings, face-to-face and through Zoom. Attended face-to-face as well as Zoom Literacy Unit Meetings with other state literacy specialists to convene as a professional learning community. This time is utilized by state level teams to brainstorm, share, execute, and receive professional development that is data-driven to impact student achievement. Training of trainers, in ELLA, ELF, ICLF Disciplinary Literacy, LDC, and other state level trainings have taken place over the past year. Currently, a continued study of the new standards of other content areas and the new ACT/ACT Aspire assessment continues as school districts in Arkansas prepare for implementation with dedicated support from the specialists. Monthly meetings were held by the ADE Dyslexia Specialist with the ESC Dyslexia Contacts in order to discuss dyslexia topics and concerns. Additionally, CIV Conversations were conducted to provide training and support on educational issues and practices on both a state and national level.

The Literacy Department has supported schools in a variety of ways including:

- Common Core State Standards overview and implementation
 - Instructional Coaching
 - Capacity Building
- Team Meetings/Professional Learning Communities
 - Data Analysis
 - Classroom Observations
 - Classroom Walk-Through
- District Leadership Team Meetings for School Improvement
 - Lesson Planning
 - Demonstration Lessons

- Research-based Best Practices training
 - Teacher Evaluation (TESS)
 - LDC Implementation
 - Dyslexia Awareness

Program: K-12 Mathematics

Funding Source: Arkansas Department of Education, K-12 Mathematics Specialist Grant

Funding Amount: Competitive Grant ____ Yes ☒ No

☒ Restricted _____ Non-Restricted

Participating Districts:

Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Bill Neilson, ADE	K-12 Math Specialist	MSE
Tiffani Grayer, ADE	K-12 Math Specialist	MSE

Goals:

1. Support and base decisions on the standards set forth by and outlined in the State Standards and Arkansas Mathematics Frameworks.
2. Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to districts in School Improvement in the form of:
 - a. Supporting the School Improvement Process.
 - b. Leading District Leadership Teams in the Root-Cause Analysis process.
 - c. Analyzing Data (Student Achievement, School Process, Perceptual, and Demographic).
 - d. Planning for and providing Professional Development.
 - e. Monitoring and Planning for Core Instruction & CCSS Implementation.
 - f. Providing Instructional Coaching and/or Assisting District Instructional Facilitators.
 - g. Supporting and/or Monitoring District RtI Plan (Closing the Achievement Gap).
 - h. District Observation Protocols.
 - i. Collecting and Analyzing Data from CWTs and SAIs with District Leadership Teams.
 - j. Identifying, Implementing, Monitoring and Reflecting on the District's Plan of Action.
3. Collaborate with the Arkansas Department of Education (ADE) during Unit meetings, Regional meetings and other opportunities as they arise.
4. Support, empower, and build capacity with District Leaders and Instructional Facilitators through the use of Cognitive Guided Instruction (CGI) and Extending Children's Mathematics (ECM).
5. Provide quality professional development in Mathematics to teachers, Instructional Facilitators, and Administrators as they transition to the new Math Standards.
6. Provide support & training in Mathematics Design Collaborative (MDC) with all participating buildings.

Mathematics Program Summary:

ARESC, in partnership with the ADE, administers the Mathematics' Program for grades K-12, established by Act 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, and technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of Mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2015-2016 included:

- **Math Coaches' Training:** The focus of this training for math coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics education. Emphasis is placed on the CCSS, instructional strategies, utilizing manipulatives in order to build conceptual understanding, and authentic assessments.
- **Mathematics Design Collaborative (MDC):** In collaboration with the ADE and the Southern Region Education Board, state math specialists partnered with member districts Algebra and Geometry teachers to support and introduce formative assessment lessons and Understanding by Design (UbD) unit planning to the secondary classroom. This training begins in the summer and is carried out through the school year with monthly meetings and schedules site visits.
- **CGI and ECM:** These nationally recognized researched based professional development classes offer teachers 6-7 training days per year with two day being embedded in the classroom with students. Through these trainings teachers learn to utilize effective guided questioning and problems solving strategies with their students. They are also equipped with knowledge of how to better assess what level of problem solving their student displays such as direct modeling, 1-1, etc.

Major Highlights of the Year:

The Mathematics Department has assisted schools in a variety of ways including:

- Implementation of new Math Standards
- Instructional Facilitator Support
- Team Meetings/Professional Learning Communities Support
- Classroom Observations
- Support for District Leadership Teams
- Lesson Planning Support
- Demonstration Lessons
- Research-based Best Practices
- MDC with ADE Specialists' support
- CGI
- ECM

Program: K-12 Science

Funding Source: Arkansas Department of Education

Funding Amount: \$86,500

Competitive Grant ___ Yes ___ ☒ No

☒ Restricted

___ Non-Restricted

Participating Districts:

Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Andi Lunsford	Science Instruction Specialist	Bachelors

Goal:

The goals of the ARESC Science Instructional Specialist Program are as follows:

1. To assist all participating education institutions in meeting goals and state standards
2. To enrich the curriculum base content knowledge and teaching strategies of science teachers
3. To assist in the school improvement process

Professional Development Received This Year:

Science Monthly Unit Meetings- Meetings are organized so that K-12 Science Specialists from all cooperatives and Science, Technology, Engineering, and Math (STEM) centers convene on a monthly basis as a professional learning community. Science specialists receive professional development that is current, research based, and data driven. The meetings also provide time for science specialists to set goals, create and organize statewide PD, and assess impact on existing programs. Currently, an in-depth study of the Next Generation Science Standards (NGSS) continues as school districts transition from our current frameworks to the new Arkansas K-12 Science Standards. The Literacy Design Collaborative (LDC) also enabled the Science Specialist to receive hours of training and support to maintain the science LDC work in the state with partnering districts and SREB.

Engineering Is Elementary- EIE is a project of the National Center for Technological Literacy at the Museum of Science, Boston. EIE presents teachers with curriculum development and dissemination, educational research, and evaluation for effectively teaching STEM in the classroom. EIE incorporates all curriculum content areas in each of their lessons, showing teachers how to maximize time and learning potential.

Reformed Teaching Observation Protocol- RTOP advocates the shift from traditional teacher-centered classrooms to student-centered classrooms using a standardized observation form and rubric. The RTOP form is a holistic measure of the presence/absence of specific teaching strategies that allow instructors to evaluate and gain insight into their teaching practices.

ACT ASPIRE – Arkansas has adopted the use of the ACT ASPIRE Interim Assessment as a periodic, summative assessment tool. Training on the assessment gives educators insight into the breakdown of

the test, including item types and exemplars, and item reporting categories. This training specifically targeted the science portion of the assessment.

Vernier Equipment Training- Vernier combines graphing analysis software, experiments, sensors, and data collectors to help educators put technology into student hands and prepare them to be college and career ready. Vernier offers easy-to-use technology and versatility for hands-on science education.

Program Summary:

The 2015-2016 science program focused on several areas: ongoing building and strengthening of relationships with cooperative schools; professional development for administrators, teachers, and coaches; school support including: model lessons, teacher observations, and technical assistance; and teacher/administrator conferences in order to evaluate and improve science teaching and learning through increased content understanding and improved instructional strategies across the curriculum.

Specialist Training: New Teacher Mentor Training, Literacy Design Collaborative, Picture Perfect Science Lessons, Arkansas K-12 Science Standards Training and Support.

Cooperative Schools: Contact was made with every school district in the ARESC Cooperative area to continue to build and strengthen relationships, offer technical and material assistance, inform them of the professional learning opportunities and student competitions, teacher training, Professional Learning Communities (PLCs), and any other support that can be provided by the Science Specialist.

Professional Development and Support: On-site support was provided for cooperative teachers and administrators in the areas of science/literacy investigations, Literacy Design Collaborative, science journals, laboratory experiments and materials. Other professional development provided included: Arkansas K-12 Science Standards training, support and strategies, assisting teachers in developing lessons that incorporate science and literacy, LDC, and Picture Perfect Science Lessons.

Major Highlights of the Year:

The Science Department has assisted schools in a variety of ways including:

- Classroom Observations
- Model Lessons
- Implementation of Arkansas K-12 Science Standards
- Lesson Planning Support
- LDC
- Team Meetings/Professional Learning Communities Support
- Support for District Leadership Teams
- Research-based Best Practices
- Regional K-6 Science Fair

Program: ParaProfessional Assessment

Funding Source: Educational Testing Services (ETS) Computer-delivered ParaProfessional Assessment

Funding Amount: No Grant was required. ETS does not charge an educational agency to become a testing center and download technology requirements for testing. The candidates pay ETS \$55.00 on-line per testing session. ARESC does not charge the candidates any other amount (i.e. sitting/facility fees).

Participating School Districts:

ARESC Districts: Arkansas School for the Deaf, Arkansas Correctional Schools, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall. ARESC has also provided tests for candidates from districts state-wide in Arkansas as well as out of state to Mississippi.

Goal:

To provide the opportunity for candidates to meet the qualification requirements for New Paraprofessionals hired after January 8, 2002.

Program Summary:

The qualification requirements for new federally funded instructional paraprofessionals are as follows:

- Completed two (2) years of study at an institution of higher education, or
- Obtained an associate's degree or higher, or
- Passed the ParaPro Assessment with a score of 457 for Arkansas. Other states may require a different passing score which is provided by ETS.

The ParaPro Assessment for prospective and practicing paraprofessionals measures skills and knowledge in reading, mathematics, and writing, as well as the ability to apply those skills and knowledge to assist in classroom instruction.

The test consists of 90 multiple choice questions across the subject areas of reading, mathematics, and writing. Approximately two-thirds (2/3's) of the questions in each subject area focus on basic skills and knowledge. Approximately one third (1/3) of the questions in each subject area focus on the application of those skills and knowledge in the classroom context. Fifteen (15) of the questions in the test (five in each subject area) are pretest questions and do not count toward the test taker's score. The test questions are arranged by subject area, with reading first, then mathematics, then writing.

If a candidate does not score the required score of 457 for Arkansas (or the required score for any other state), then ETS requires the candidate to wait at least 2 weeks before re-taking the assessment.

Program Highlights:

ARESC has provided the ParaPro Assessment to 87 candidates. 16 candidates were tested during the 14/15 school year with 13 scoring the passing score of 457 through the top score of 480. During the 15/16 school year, 71 candidates were tested. Of the 71 tested, 50 passed with scores of 457-480.

Program: Parents as Teachers (PAT)

Funding Source: ABC and MIECHV

ABC State Funding Amount: \$105,000

Competitive Grant: ☒ Yes ☐ No

MIECHV Federal funding Amount: \$110,000.00

Federal Funds: ☒ Yes ☐ No

☒ Restricted

☐ Non-Restricted

Participating Districts:

Dollarway, Pine Bluff, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Olivia Stocker	ABC Coordinator	BS
Gail Edwards	ABC Parent Educator	AA
Barbara Marbley	MIECHV Parent Educator	BS/Master
Lakeisha Taggart	MIECHV Parent Educator	BS

Goal:

Parents as Teachers (PAT) are a prenatal and early learning program for parents of children between the ages of before birth and 3 years. The services available from this program include the following: Personal visits by Certified Parent Educators, Group Meetings, Developmental Screenings, Referrals, Toy/Book/Video Lending Library.

Program Summary:

PAT uses the research based curriculum developed by the Parents as Teachers National Center in St. Louis, Missouri. Independent research shows that at the age of 3 years, children who have participated in the PAT program score above the national norm on achievement.

Major Highlights of the Year:

PAT at ARESC has held several in-service weeks for certification purposes. Many concerned parents, educators, and legislators have worked long hours to educate the public about the value of this program and to obtain stability in funding through the Arkansas Legislature.

Program: School and Community Health Services

Funding source: Arkansas Master Tobacco Settlement

Participating Districts:

Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall, Pine Bluff Lighthouse Charter School, Quest Middle School Charter School

Personnel:

Name	Position	Degree
Rosemary Withers	Community Health Promotion Specialist	Master's in Public Administration

Goal:

Provide schools and communities with assistance and resources that will improve school and community health.

Program Summary:

Provided technical assistance to area School Wellness Committees:

- School Health Index
- School Health Index Planning for Improvement Plan
- Best Practices (Breakfast in the Classroom, HealthTeacher.Com, GoNoodle, SPARK, Nutrition Poster Contest)
- Wellness Committee's Responsibilities Documentation
- ADE Rules for Nutrition and Physical Activity and Body Mass Index
- Wellness Toolkit
- Nutrition Guidelines
- Smart Snacks
- Coordinated School Health
- Safe School Health Initiatives
- Tobacco Trends Training
- Oral Health Training
- Body Mass Index Training
- Planned and organized upcoming Wellness Conference
- Requested and received updated list of wellness committee members
- Reviewed ASCIP wellness priorities for all school districts
- Reviewed annual School Health Index and BMI results
- Oriented and trained new chairs of wellness committees
- Emailed all wellness initiatives documents for distribution
- On-site visit and follow-up with all wellness chairs to discuss adopting comprehensive statewide tobacco policy
- Regularly attends wellness committee meetings and provide updates
- Provide updates related to child health and public health issues
- Linked resources to schools and communities (health fairs, data for grant application, etc.).

Provided technical assistance in implementing community programs:

- Co-chaired and implemented Jefferson County Growing Healthy Communities' work plan
- Tobacco Prevention and Cessation (raised awareness of trends related to tobacco and nicotine products, tested for carbon monoxide in blood using breath carbon monoxide monitor, faxed referrals to Arkansas Tobacco Quitline).
- Injury Prevention (youth suicide prevention)
- Interactive and educational health fairs
- Hometown Health Improvement work plan
- Arkansas Coalition for Obesity Prevention work plan; received grant funding
- Early Childhood and Schools work plan

Major Highlights of the Year:

School Wellness Committee workshop on January 27, 2016

Upcoming Young Athletes, PreK-5 grade on June 20, 2016

Upcoming Increasing Inclusive Physical Activity and Health Education, 6-12 grades on June 20, 2016

Upcoming Yoga for Kids workshop on June 27, 2016

Program: School Health Services

Funding source: Arkansas Master Tobacco Settlement

Participating Districts:

Dollarway, Pine Bluff, Watson Chapel, White Hall, Pine Bluff Lighthouse Academy, Quest Charter School, Sheridan, Stuttgart, and Arkansas School for the Deaf

Personnel:

Name	Position	Degree
Liz Mercer, RN	ARESC Community Health Nurse Specialist	Associate Degree Science/Nursing

Goal:

Provide schools with assistance and resources that will improve student health.

Program Summary:

Provide technical assistance to area schools to:

Provide teaching about prevention of youth initiation of tobacco and promotion of cessation efforts, health promotion and disease prevention, support of Coordinated School Health efforts, technical assistance to school nurses for health screenings, immunizations, and other school health issues. Provide wellness initiatives, nutrition, physical activity information/training, coordinated school health efforts, education and policy guidance to school district nurses and community health coalitions. Promoted injury prevention with information and training.

Provide Education and Training to:

Inform schools and communities of school health resources, available trainings, and grant opportunities.

Identify needed school health related training for school personnel.

Provided training to school nurses on relevant school/child health topics.

Provided Hearing, Vision, Scoliosis, BMI trainings.

Provided two- hour PD on suicide training.

Provided Child Maltreatment Training to schools.

Facilitated RN Supervisor Quarterly meetings. Provided updates including, eSchool, insulin and epi laws in schools, ACT 935, Act 936, ACT 952, ACT 1437, ACT 833, Tobacco prevention strategies in schools (Second chance, Act 811, Effects on youth and smoking).

Presented Making Educators Partners at ARESC Wellness workshop.

Major Highlights of the Year:

Provided nine two-day ASIST trainings (approximately 90 individuals trained). Education on all tobacco materials was also discussed in presentation. Tobacco booth provided with educational materials/visuals such as Mr. Gross Mouth, Act 811, Cardiovascular Health, Referral Fax form, 2 A's & R, Quitline line cards, and other SOS brochures. Quitline was offered to participants and for family/friends who smoke.

Provided Gatekeeper's presentation at ARESC on July 28 and July 29 (4 sessions) for White Hall School District. This met ADE's required Suicide Professional Development for 2015-2016. Evaluation showed that 90% learned something they did not know (159 participants). Also provided numerous Gatekeepers' presentations to all school districts within ARESC coverage area.

Facilitated Meeting with Jefferson County LHU and School Nurses to set up flu clinics in the schools. Participated in school and mass flu clinics.

Act 811 Cards were stapled to all flu vaccine permission forms sent home to the parents for flu clinics; education was provided to school nurses on Act 811 card. Parents received information on the Act 811 card to better educate them to the law, effects of secondhand smoke, and the Quitline number if anyone would like to quit: A total of 22,540 parents and children will be educated from the cards sent home.

- 912 parents and children at LL Owen
- 1,240 parents and children at Watson Chapel Jr. High
- 2,484 parents and children at Watson Chapel High and Coleman Elementary
- 2,254 parents and children at James Matthews/Dollarway High
- 4,638 parents and children at White Hall High, Taylor, Gandy, Moody, Hardin
- 1,600 parents and children at Broadmoor and Southwood
- 200 parents and children at Quest Charter School
- 1,484 parents and children at White Hall Jr High
- 6,878 parents and children at WT Cheney, Pine Bluff High, Jack Robey, Belair, Forrest Park Pre-School, First Ward.
- 850 parents and children at Edgewood Elementary.

Scheduled four summer session trainings at ARESC for Mandated Reporter/ Domestic Violence.

Scheduled Vision/Hearing, BMI/Scoliosis in September for ARESC.

Scheduled six summer ASIST trainings around the state at co-ops.

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED ☒ **NON-RESTRICTED** ☐

Detailed below are special projects or programs in which state funding provided services regionally or statewide, giving this cooperative an opportunity to participate.

Program Name: ADE Etherscope Project

Competitive Grant: Yes ☐ No ☒

Goals and Description:

In an effort to assist schools in preparation for online Common Core State Standards (CCSS) testing in 2014-2015, ADE awarded a grant to the Co-ops for the purchase of Fluke Etherscope, Linkrunner and AirCheck Wifi tester. There were sixteen sets of Etherscopes purchased and each cooperative received their own. Our goal is to evaluate all of the schools in our cooperative to see if their networks are capable of connecting one computer to one student, for the CCSS testing. When we visit each school, we save reports from the Etherscope for evaluation purposes and inform the school technology coordinator of the findings.

Program Name: Instructional Facilitating

Competitive Grant: Yes ☐ No ☒

Goals and Description:

Instructional Facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training will refine the Instructional Facilitator's understanding of their various roles and distinguish between effective and ineffective coaching practices. The training will also provide leadership skills for leading reform, give direction on fostering internal commitment in others, and determine when it is or is not appropriate for modeling in a classroom.

Program Name: National Board Certification Support Site

Competitive Grant ☐ Yes ☒ No

Goals and Description:

Goal: Enhance the professional teaching culture as a means of accelerating the academic achievement of all sub-populations. The Arkansas River Education Service Cooperative (ARESC) supported the establishment of a four-district (Dollarway, Pine Bluff, Watson Chapel, and White Hall) training site for the National Board for Professional Teaching Standards (NBPTS) process. ARESA accommodated the candidates' training by allowing the sessions to be held at ARESA and by supplementing funds for the coordinators' and facilitators' stipends as well as for snacks for the meetings. After completing the National Board process, the participating teachers will be more reflective and more prepared to produce students who are better writers and thinkers. Thus, their students will be more successful in class and will perform much better on school, district and state

Research has shown that the National Board process does the following for teachers/students: Improves student achievement and learning, develops more effective and more accomplished teachers, makes a difference in high-needs schools, recognizes skilled teachers and teacher leaders, equips teachers to more readily improve and evaluate student learning, and improves the graduation rate. As a result of the support provided by ARESC, eight (8) participants of the 2015-2016 cohort group became National Board Certified Teachers.

Program Name: Teacher Evaluation Support System (TESS)

Competitive Grant: Yes ☐ No ☒

Goals and Description:

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: Technology Infused Instruction Project (TIE)

Competitive Grant: Yes ☒ No ☐

Goals and Description:

The purpose of the TIE project is to increase technology integration across the state of Arkansas. This program was originally funded when Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards while enhancing instruction through integrated technology practices. The cooperatives and ADE have partnered to continue this funding. All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently approximately 120 TIE Cadre members impacting over 70 districts across the state. Cadre members have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators. The modules are all project based and have been developed by teachers. Modules include trainings on things such as Common Core State Standards, Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://lms.swsc.k12.ar.us>. By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The cadre members not only train for the education co-ops in the summer, but are also responsible to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings.

Program: Teacher Center-Professional Development; Curriculum Development Assistance; Resources

Funding Source: Participating Districts

Funding Amount: \$70,259.20

Competitive Grant ☐ Yes ☒ No

☐ Restricted ☒ Non-Restricted

Participating Districts:

Arkansas Department of Correction School System, Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Kay Simpson	Teacher Center Coordinator/Assistant Director	MSE
Sandi Metz	Administrative Assistant	AA
Katherine Pye	Media Center Specialist	BS

Goals:

- *To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready.
- *To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.
- *To improve the learning of all students by providing resources to support adult learning and collaboration
- *To provide curriculum development assistance as schools transition from frameworks to CCSS
- *To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support

Program Summary:

Professional Development (PD) opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of the new law regarding the required hours of PD, as well meeting the needs of schools based upon needs assessment survey results, Student academic data (GPS Dashboard, Triand, etc), SAI data, and any other data from the 8 districts served. The Teacher Center Committee receives the data sets from the districts in planning PD to meet the major needs of the districts. The Teacher Media Center occupies 5000 square feet of ARESC. Resources include cut-out dies and cutters, book binders, lamination, copy systems, paper cutters, button machine, and poster maker machine. The Media Specialist is available to assist teacher when they are in the center, or to take requests via email, phone or in person.

Major Highlights of the Year:

New Curriculum State Standards PD opportunities, PD opportunities as according to district/building requests and/or needs; Instructional Facilitation Training; Math, Literacy, and Science Coach PD sessions for building capacity; Literacy IF Training, Principal LEADS and administrative Sessions; Summer Leadership Institute; TESS and LEADS Training for Teacher and Principal Evaluation; Superintendent's Institute Retreat, New Teacher Institute to help ARESC's districts with teacher retention, School Board Member Training; Some of the PD opportunities included: Disciplinary Literacy in Science, Social Studies, Music, Art, & PE; Classroom Management training; Positive Behavior Development; Training in Autism; RTI Team Development Sessions; Mentor training; Completed SREB training in LDC/MDC, Implementation support for LDC/MDC; CGI; ECM; ELLA, Effective Literacy, Strategies in Literacy (i.e. Close Reading, Text Complexity, etc); 418 & 419 Endorsement training for CTE teachers; offered Literacy support as well as Math, Science (Next Generation & Picture Perfect Science Standards), G/T, CTE. ARESC held Chess Tournaments, Quiz Bowl competitions, Spelling Bees, Science Fairs, Science Olympics, and Science Robotics for student competitions.

Program: Teacher Mentoring Program for Arkansas Novice Teachers

Funding Source: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ No X

Participating Districts:

Arkansas Correctional School System, Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Paula Findley	ARESC K-12 Literacy Specialist/AIMM Trainer	MSE
Andi Lunsford	ARESC K-12 Science Specialist	BSE

Goal:

To create successful classroom teachers through a comprehensive mentoring, peer coaching, observation system for novice teachers.

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Mentor training and TESS (Teacher Effectiveness Support System)
- Use the Mentor Orientation Guide
- Navigate a mentoring module in Teachscape
- Identify coaching techniques for use in the mentoring process

Program Summary:

The ADE provides grant funding for training costs for teachers to serve as mentors for novice teachers. The mentors are trained in the Arkansas Novice Teacher Mentoring system that is built upon a framework of essential teaching skills which are divided into four domains and twenty-two components. Participants learn how to use this system in observing and providing feedback to the novice teachers.

Major Highlights of the Year:

Mentor trainers attended initial training and began providing sessions using Teachscape throughout the year.

Program: Technology

Funding source: ADE

Funding Amount: \$75,000

Competitive Grant ☒ Yes ☐ No

☒ Restricted ☐ Non-Restricted

Participating Districts:

Arkansas Department of Correction School System, Arkansas School for the Deaf, Dollarway, Pine Bluff, Sheridan, Stuttgart, Watson Chapel, White Hall

Personnel:

Name	Position	Degree
Michael Reed	Technology Coordinator	BS
Sandi Metz	Technology Admin. Assistant	AA

Goal:

To provide quality technology support for the cooperative and for the member school districts.

Program Summary:

- Supporting districts in their efforts to provide technology for teaching and learning
- Coordinating with districts and schools to increase access to AR IDEAS, AR iTunesU, and AR Digital Sandbox
- Provide PARCC Online Testing support to area school districts
- Provide quality professional development
- Provide ongoing support to the cooperative: hardware/software/network maintenance and training
- Provide AR IDEAS information and STIN lookups at the majority of all summer workshops provided by the cooperative
- Instructing in teacher workshops, school board trainings, and superintendents training
- Host meetings with the member district technology coordinators every other month
- Aid with Technology Plan writing and assistance to the cooperative and member school districts
- Attend state Technology meetings with other co-op technology coordinators
- Attend Professional development (HSTI, TIE, etc) to provide districts with the most updated information/training opportunities

Summary Attended

Printed Date: 7/13/2016 Last modified: 7/13/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

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Session	Credits	Districts	Attended
ARESC-How To Teach Handwriting, Including Cursive, 2-3rd Grades 246704 - Jul 1, 2015 2:30 pm - 3:30 pm	1.00	2	2
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Leadership			
ARESC-How To Teach Handwriting, Including Cursive: K-1 246711 - Jul 1, 2015 1:00 pm - 2:00 pm	1.00	1	2
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-LDC Workday 242121 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	3	7
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
ARESC-Cognitively Guided Instruction (CGI)-Year 1 245534 - Jul 6, 7, 8, 9, 2015 8:30 am - 3:30 pm	24.00	5	26
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Instructional Leadership,Instructional Strategies			
ARESC-Bloomboard for Teachers 250078 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	5	18
Assessment,Building a Collaborative Learning Community,Mentoring Coaching			
ARESC-ELLA Year 2 - Days 9-11 244495 - Jul 7, 8, 9, 2015 8:30 am - 3:30 pm	18.00	4	7
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-Differentiating the Primary Classroom 244789 - Jul 7, 2015 8:30 am - 11:30 am	3.00	5	20
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Educating Children with Learning Disabilities 245278 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	4	23
Instructional Strategies			
ARESC-Student GPS/ASIS for System Administrators and Trainers 253800 - Jul 8, 2015 8:30 am - 11:30 am	3.00	1	4
Assessment,Data Disaggregation			
ARESC-Student GPS/ASIS for System Administrators for School Leaders 253804 - Jul 8, 2015 12:30 pm - 3:30 pm	3.00	1	1
Assessment,Data Disaggregation			
ARESC-Using Technology to Bring Econ Alive! 240888 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	5	10
Arkansas Content Standards Frameworks,Common Core State Standards			
ARESC-Picture Perfect Science 242419 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	6	16
Arkansas Content Standards Frameworks,Cognitive Research,Common Core State Standards,Curriculum Alignment,Instructional Strategies			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-LDC Workday			
242132 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	3	7
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
ARESC-Text Complexity for Grades 2-12			
242088 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	7	19
Common Core State Standards,Instructional Strategies			
ARESC-Using the State Capitol to Teach			
244735 - Jul 14, 2015 8:30 am - 11:30 am	3.00	4	7
Arkansas Content Standards Frameworks,Arkansas History,Instructional Strategies			
ARESC-Instructional Technology: Moving from Inclusion to Integration			
244896 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	5	16
Common Core State Standards,Educational Technology,Instructional Strategies			
ARESC-Youth Suicide Prevention Awareness			
248175 - Jul 14, 2015 9:00 am - 11:00 am	2.00	3	24
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-Safe Initiative for Health Ed			
240265 - Jul 15, 2015 8:30 am - 3:00 pm	6.00	4	16
Health Physical Activity			
ARESC-Elementary Library Media Specialists: K-6			
250801 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	5	10
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			
ARESC-Social Studies Summer PD Opportunity			
252567 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	11	23
ARESC-Visual Art, Music, Theater, & Dance: Unpacking the 2014 Fine Arts Framework			
241623 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	10	39
Arkansas Content Standards Frameworks,Classroom Management,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
ARESC-Close Reading 3-12			
242146 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	6	27
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-Executive Function, Dysfunction			
244345 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	9	16
Assessment,Cognitive Research			
ARESC-Google Apps for the Classroom			
244780 - Jul 16, 2015 12:30 pm - 3:30 pm	3.00	3	7
Building a Collaborative Learning Community,Common Core State Standards,Educational Technology			
ARESC-LDC Workday			
242130 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	2	3
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
ARESC-Mathematics Design Collaborative			
245487 - Jul 20, 21, 22, 2015 8:30 am - 3:30 pm	18.00	11	27
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-ESL Standards Workshop			
247914 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	10	15
Arkansas Content Standards Frameworks,Assessment,Instructional Strategies			
ARESC-Transitioning to New Arkansas Science Standards: Putting Practices in Place			
242416 - Jul 21, 22, 2015 8:30 am - 3:30 pm	12.00	6	17
Arkansas Content Standards Frameworks,Cognitive Research,Curriculum Alignment,Instructional Strategies			
ARESC-The Flipped Classroom			
244899 - Jul 21, 2015 8:30 am - 11:30 am	3.00	5	14
Common Core State Standards,Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Secondary Library Media Specialists: Grades 7-12			
250802 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	2	3
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			
ARESC-ASIST:Applied Suicide Intervention Skills Training			
256899 - Jul 21, 22, 2015 8:00 am - 3:30 pm	12.00	5	10
Building a Collaborative Learning Community,Health Physical Activity			
ARESC-Grades 4-5: Implementing a Comprehensive Literacy Framework - Module 1 (2 days); Overview of a Comprehensive Literacy Framework and Literacy Assessment System			
244504 - Jul 22, 23, 2015 8:30 am - 3:30 pm	12.00	4	10
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-Tier I/II Fiscal Management and Legislative Updates			
250362 - Jul 22, 2015 9:00 am - 12:00 pm	3.00	10	19
Fiscal Management			
ARESC-Text Dependent Questions for Grades K-12			
242082 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	6	17
Common Core State Standards,Instructional Strategies			
ARESC-Differentiating the Secondary Classroom			
244785 - Jul 23, 2015 8:30 am - 11:30 am	3.00	4	21
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Using Primary Sources in Lesson Plan Development			
240261 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	3	7
Arkansas Content Standards Frameworks,Arkansas History,Common Core State Standards			
ARESC-LDC Workday			
242129 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	3	7
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
ARESC-How to Assist with Traumatic Brain Injury and Autism Spectrum Disorder			
244267 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	8	24
Building a Collaborative Learning Community,Cognitive Research,Health Physical Activity			
ARESC-CGI Year 2			
245540 - Jul 27, 28, 29, 30, 2015 8:30 am - 3:30 pm	24.00	3	23
Cognitive Research,Common Core State Standards,Instructional Strategies			
ARESC-APSCN Registration and Scheduling Workshop			
257793 - Jul 27, 2015 9:00 am - 4:00 pm	6.00	6	16
Non-Curricular			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Introduction to Argumentative Writing-Grades 6-12			
242147 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	2	3
Common Core State Standards,Instructional Strategies			
ARESC-Engage The Brain			
244777 - Jul 28, 2015 8:30 am - 11:30 am	3.00	8	21
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Youth Suicide Prevention Awareness			
257777 - Jul 28, 2015 9:00 am - 11:00 am	2.00	1	64
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-Youth Suicide Prevention Awareness			
257780 - Jul 28, 2015 1:00 pm - 3:00 pm	2.00	4	39
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-APSCN Registration and Scheduling Workshop			
257794 - Jul 28, 2015 9:00 am - 4:00 pm	6.00	4	13
Non-Curricular			
ARESC-Grades 4-5: Implementing a Comprehensive Literacy Framework-Module 2 (2 Days) Word Study; Phonics, Spelling and Vocabulary Instruction			
244511 - Jul 29, 30, 2015 8:30 am - 3:30 pm	12.00	2	5
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-Charlie May Simon and AR Diamond Book Awards			
244613 - Jul 29, 2015 9:00 am - 12:00 pm	3.00	6	19
Curriculum Alignment,Instructional Strategies			
ARESC-2015 Arkansas Teen Book Awards			
245242 - Jul 29, 2015 12:30 pm - 3:30 pm	3.00	7	10
Arkansas Content Standards Frameworks,Instructional Strategies			
ARESC-Student GPS/ASIS for System Administrators and Trainers			
253806 - Jul 29, 2015 8:30 am - 11:30 am	3.00	4	8
Assessment,Data Disaggregation			
ARESC-Student GPS/ASIS for System Administrators for School Leaders			
253809 - Jul 29, 2015 12:30 pm - 3:30 pm	3.00	4	5
Assessment,Data Disaggregation			
ARESC-Youth Suicide Prevention Awareness			
257781 - Jul 29, 2015 9:00 am - 11:00 am	2.00	1	11
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-Youth Suicide Prevention Awareness			
257783 - Jul 29, 2015 1:00 pm - 3:00 pm	2.00	6	50
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-Cruising Through the Social Studies Standards K-12			
240890 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	8	18
Arkansas Content Standards Frameworks,Common Core State Standards			
ARESC-Cool Tech Tools			
244772 - Jul 30, 2015 8:30 am - 11:30 am	3.00	5	13
Common Core State Standards,Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-LDC Workday			
242136 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	3	7
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
ARESC-Carl Perkins Updates			
245250 - Aug 3, 2015 9:00 am - 12:00 pm	3.00	4	9
Arkansas Content Standards Frameworks,Curriculum Alignment,Supervision			
ARESC-NCSC WIKI Training and Assessment Update			
258901 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	4	10
Assessment			
ARESC-Grades 2-3 Implementing a Comprehensive Literacy Framework-Module 2 (2 days) Word Study: Phonics, Spelling, and Vocabulary Instruction			
244610 - Aug 4, 5, 2015 8:30 am - 3:30 pm	12.00	5	8
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-419 Business Technology Grades 5-6 Endorsement			
250376 - Aug 4, 5, 6, 2015 8:30 am - 3:30 pm	18.00	6	16
Arkansas Content Standards Frameworks,Educational Technology			
ARESC-418 Career Development Training			
250377 - Aug 4, 5, 6, 2015 8:30 am - 3:30 pm	18.00	3	3
Arkansas Content Standards Frameworks,Educational Technology			
ARESC-Novice Teacher Mentor Training			
257661 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	3	18
ARESC-Early Childhood Head Start Screening Process			
258068 - Aug 5, 2015 8:00 pm - 10:30 pm	6.00	3	23
Non-Curricular			
ARESC-Professional Crisis Management (PCM) Practitioner Certification Course			
258563 - Aug 5, 6, 2015 8:00 am - 3:30 pm	12.00	2	10
Classroom Management			
ARESC-New Teacher Institute: K-12 Classroom Management for New Teachers			
250390 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	6	34
Classroom Management,Common Core State Standards,Instructional Strategies			
ARESC-New Teacher Institute: TESS Face-to-Face/Instructional Technology/ESCWeb Orientation			
250393 - Aug 7, 2015 9:00 am - 3:00 pm	6.00	7	41
Common Core State Standards,Educational Technology			
ARESC-Youth Suicide Prevention Awareness			
258322 - Aug 10, 2015 1:00 pm - 3:00 pm	0.00	2	13
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-JATCC Technology-Google Classroom			
258327 - Aug 10, 2015 8:00 am - 12:00 pm	4.00	1	8
Educational Technology			
ARESC-Early Childhood Overview of Special Education			
258271 - Aug 13, 2015 8:00 am - 4:00 pm	6.00	2	12
Non-Curricular			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-JATCC Instructional Strategies:Domain 1-Planning and Preparation			
258355 - Aug 13, 2015 8:00 am - 11:30 am	3.00	1	7
Arkansas Content Standards Frameworks,Classroom Management,Instructional Strategies			
ARESC-Virtual Arkansas Facilitator Training			
258634 - Aug 14, 2015 8:30 am - 3:00 pm	6.00	8	15
Educational Technology,Instructional Strategies			
ARESC-Youth Suicide Prevention Awareness			
262777 - Aug 21, 2015 1:00 pm - 3:00 pm	2.00	3	15
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-APSCN Attendance and Discipline			
262413 - Aug 24, 2015 9:00 am - 4:00 pm	6.00	7	12
ARESC-Statewide Field Test Training (formerly ACSIP)			
257556 - Aug 25, 2015 8:30 am - 3:30 pm	6.00	12	30
Building a Collaborative Learning Community,Non-Curricular,Supervision			
ARESC-GT State-Wide Meeting-OGTAP			
262470 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	7	9
Advocacy Leadership,Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership,Mentoring Coaching,Supervision			
ARESC-Vision Screening Certification for School Nurses			
247395 - Sep 3, 2015 8:30 am - 12:15 pm	3.25	6	6
Assessment			
ARESC-Hearing Screening Certification for School Nurses			
247398 - Sep 3, 2015 12:15 pm - 4:00 pm	3.25	6	6
Assessment			
ARESC-APSCN SMS Required Fields for State Reporting			
263035 - Sep 8, 2015 9:00 am - 4:00 pm	6.00	2	3
ARESC-Literacy Design Collaborative (LDC) Days 1-3			
265529 - Sep 8, 9, 10, 2015 8:30 am - 3:30 pm	18.00	4	16
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies,Systemic Change Process			
ARESC-APSCN Medical Refresher			
263037 - Sep 9, 2015 9:00 am - 4:00 pm	6.00	2	8
Fiscal Management,Non-Curricular			
ARESC-Literacy Design Collaborative (LDC) Days 1-3			
265530 - Sep 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00	3	17
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies,Systemic Change Process			
ARESC-Novice Teacher Mentor Training			
259433 - Sep 15, 2015 8:30 am - 3:30 pm	6.00	7	22
ARESC-Scoliosis Screening Certification for School Nurses			
247387 - Sep 17, 2015 12:30 pm - 3:30 pm	3.50	2	2
Assessment			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-BMI Screening for School Nurses and School Staff 247393 - Sep 17, 2015 8:30 am - 11:30 am	3.00	2	2
Assessment,Health Physical Activity			
ARESC-Teaching Foundational Literacy Skills in RTI Tiers 1,2 and 3 258934 - Sep 17, 18, 2015 8:30 am - 3:30 pm	12.00	6	22
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-Youth Suicide Prevention Awareness 268125 - Sep 21, 2015 1:00 pm - 3:00 pm	2.00	2	29
Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-CGI-Year 2: Fall Follow-Up 267940 - Sep 28, 2015 8:30 am - 3:30 pm	6.00	3	21
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Curriculum Alignment			
ARESC-Sonday System 1 Reading Intervention 267384 - Sep 29, 2015 8:30 am - 3:30 pm	6.00	4	25
Arkansas Content Standards Frameworks,Instructional Strategies			
ARESC-Classroom Management Reflect and Review for Secondary Teachers 262456 - Oct 1, 2015 8:30 am - 3:30 pm	6.00	5	20
Classroom Management			
ARESC-Module 1: Comprehensive Literacy Overview 267386 - Oct 1, 2015 8:30 am - 3:30 pm	6.00	4	22
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-CGI-Year 1: Fall Follow-Up 268135 - Oct 5, 6, 2015 8:30 am - 3:30 pm	12.00	5	18
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Curriculum Alignment			
ARESC-Mathematics Design Collaborative 258952 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	7	17
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
ARESC-LDC-Day 4A 267929 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	5	21
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies,Systemic Change Process			
ARESC-LDC-Day 4B 267930 - Oct 9, 2015 8:30 am - 3:30 pm	6.00	4	17
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies,Systemic Change Process			
ARESC-Elementary Literacy Coach Meeting 267808 - Oct 13, 2015 12:00 pm - 3:30 pm	3.50	2	2
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,Mentoring Coaching,Systemic Change Process			
ARESC-APSCN Workday 268693 - Oct 13, 14, 2015 9:00 am - 4:00 pm	6.00	3	3

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Literacy Design Collaborative (LDC) Days 1-3			
269014 - Oct 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00	2	5
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Strategies, Systemic Change Process			
ARESC-CGI Year 3: Fall Follow-Up			
267819 - Oct 15, 16, 2015 8:30 am - 3:30 pm	12.00	2	7
Arkansas Content Standards Frameworks, Cognitive Research, Principles of Learning Developmental Stages			
ARESC-Fall Counselors Workshop			
262780 - Oct 19, 2015 8:30 am - 3:30 pm	6.00	6	36
Advocacy Leadership, Building a Collaborative Learning Community, Cognitive Research			
ARESC-ACT Aspire Accommodations Training			
267556 - Oct 21, 2015 9:00 am - 12:00 pm	3.00	6	21
ARESC-Improved State Network			
268884 - Oct 26, 2015 2:00 pm - 4:00 pm	2.00	4	5
Building a Collaborative Learning Community, Educational Technology			
ARESC-ProQuest Traveler Training for Library Media Specialists			
267445 - Oct 28, 2015 10:00 am - 3:00 pm	5.00	12	24
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Educational Technology, Instructional Strategies			
ARESC-Classroom Management Strategies			
269016 - Oct 28, 2015 8:30 am - 3:30 pm	6.00	4	43
Classroom Management			
ARESC-Paraprofessional Training - Behavior Module			
268887 - Nov 3, 2015 8:30 am - 3:30 pm	6.00	2	3
Building a Collaborative Learning Community, Classroom Management			
ARESC-Dyslexia Training			
271818 - Nov 10, 2015 8:30 am - 11:30 am	3.00	2	5
Assessment, Instructional Strategies			
ARESC-Student GPS & ASIS for School Leaders			
270337 - Nov 12, 2015 9:00 am - 11:30 am	2.50	3	15
Assessment, Data Disaggregation			
ARESC-2015 E-Rate Training			
269368 - Nov 13, 2015 9:00 am - 3:00 pm	6.00	5	6
Educational Technology, Fiscal Management, Non-Curricular			
ARESC-eSchool Transcript Refresher			
270341 - Nov 17, 2015 9:00 am - 4:00 pm	6.00	6	10
Non-Curricular			
ARESC-TESS Support for Administrators			
270366 - Nov 17, 2015 8:30 am - 3:30 pm	6.00	5	10
Instructional Leadership, Instructional Strategies			
ARESC-eSchool General Workday			
270344 - Nov 18, 2015 9:00 am - 4:00 pm	6.00	3	4
Non-Curricular			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Federal/Curriculum Coordinators Meeting			
270397 - Nov 18, 2015 10:00 am - 1:00 pm	3.00	7	8
Advocacy Leadership,Supervision			
ARESC-ACT Aspire Technology Training			
267558 - Nov 20, 2015 9:00 am - 3:00 pm	6.00	7	29
Assessment,Educational Technology			
ARESC-Southeast Arkansas School Counselor Association Conference			
268803 - Dec 1, 2015 9:00 am - 4:00 pm	6.00	18	43
Assessment			
ARESC-Mathematics Design Collaborative			
258955 - Dec 2, 2015 8:30 am - 3:30 pm	6.00	6	15
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
ARESC-Classroom Management Strategies			
271043 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	4	7
Classroom Management			
ARESC-LDC:Day 5A			
271091 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	3	14
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community			
ARESC-Elementary Literacy Coach Meeting			
270367 - Dec 4, 2015 8:30 am - 11:30 am	3.00	1	3
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,Mentoring Coaching,Systemic Change Process			
ARESC-LDC: Day 5B			
271092 - Dec 4, 2015 8:30 am - 3:30 pm	6.00	6	29
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community			
ARESC-RTI Overview/Introduction			
271345 - Dec 7, 2015 8:30 am - 11:30 am	3.00	5	18
Data Disaggregation,Instructional Strategies,Systemic Change Process			
ARESC-RTI Overview/Introduction			
271347 - Dec 7, 2015 12:30 pm - 3:30 pm	3.00	7	17
Data Disaggregation,Instructional Strategies,Systemic Change Process			
ARESC-Mental Math			
271238 - Dec 8, 2015 9:00 am - 3:00 pm	6.00	3	11
Instructional Strategies			
ARESC-Tier 1/Tier II: Financial Accountability Training			
271916 - Dec 9, 2015 9:00 am - 11:00 am	2.00	1	1
Fiscal Management,Supervision			
ARESC-ASIST:Applied Suicide Intervention Skills Training			
269479 - Dec 10, 11, 2015 8:30 am - 4:00 pm	12.00	3	6
Building a Collaborative Learning Community,Health Physical Activity			
ARESC-Code of Ethics Training			
273000 - Dec 16, 2015 8:00 am - 11:30 am	3.50	1	7
Non-Curricular			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Staff Meeting			
271524 - Dec 17, 2015 10:00 am - 1:00 pm	3.00	1	74
Supervision			
ARESC-Classroom Management Strategies			
269018 - Jan 13, 2016 8:30 am - 3:30 pm	6.00	3	26
ARESC-Max Teaching: Motivation, Acquisition & Extension Reading and Writing Across The Curriculum			
271189 - Jan 13, 14, 2016 8:30 am - 3:30 pm	12.00	3	13
Arkansas Content Standards Frameworks,Instructional Strategies,Mentoring Coaching			
ARESC-Novice Teacher Mentor Training			
271702 - Jan 13, 2016 8:30 am - 3:30 pm	6.00	3	8
ARESC-eSchool-Next Year Scheduling			
272442 - Jan 19, 2016 9:00 am - 4:00 pm	6.00	7	14
ARESC-eSchool Workday			
272445 - Jan 20, 2016 9:00 am - 4:00 pm	6.00	3	6
Non-Curricular			
ARESC-PBSD Instructional Coaches PLC			
273150 - Jan 21, Apr 21, 2016 8:30 am - 11:30 am	3.00	2	22
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-Code of Ethics Training			
274286 - Jan 25, 2016 1:30 pm - 3:30 pm	2.00	1	12
Non-Curricular			
ARESC-School Wellness Committee Conference			
271056 - Jan 27, 2016 8:30 am - 3:30 pm	6.00	9	18
Health Physical Activity			
ARESC-K-5 Literacy Coach Meeting			
272596 - Jan 29, 2016 8:30 am - 3:30 pm	6.00	2	2
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Classroom Management			
ARESC-Jefferson County Reading Council: Polk Bayou Book Series			
274437 - Jan 30, 2016 10:00 am - 12:00 pm	2.00	2	3
Arkansas History			
ARESC-TESS/LEADS SUPPORT for Principals			
272452 - Feb 2, 2016 8:30 am - 11:30 am	3.00	5	11
Advocacy Leadership,Assessment,Building a Collaborative Learning Community,Supervision			
ARESC-TESS/LEADS Support Training for Superintendents			
272455 - Feb 2, 2016 12:30 pm - 3:30 pm	3.00	2	2
Advocacy Leadership,Assessment,Supervision			
ARESC-RTI Overview/Introduction			
273148 - Feb 9, 2016 9:00 am - 12:00 pm	3.00	2	23
Data Disaggregation,Instructional Strategies,Systemic Change Process			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Mathematics Design Collaborative			
258956 - Feb 10, 2016 8:30 am - 3:30 pm	6.00	6	14
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
ARESC-LEAN 101: The Modern Workplace Program			
271195 - Feb 10, 11, 2016 8:30 am - 3:30 pm	12.00	3	9
Curriculum Alignment,Mentoring Coaching			
ARESC-6 Trait Writing-Grades 2-5			
273382 - Feb 11, 2016 8:30 am - 3:30 pm	6.00	3	17
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Leadership,Instructional Strategies			
ARESC-LDC Day 6(A)			
274588 - Feb 11, 2016 8:30 am - 3:30 pm	6.00	5	21
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
ARESC-LDC Day 6(B)			
274581 - Feb 12, 2016 8:30 am - 3:30 pm	6.00	4	20
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
ARESC-RTI: Response to Intervention for Pine Bluff School District			
275948 - Feb 15, 2016 8:30 am - 11:30 am	3.00	2	26
Instructional Strategies			
ARESC-Using Aquaculture in the Classroom			
274594 - Feb 16, 2016 8:30 am - 12:30 pm	4.00	3	3
Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies			
ARESC-Carl Perkins Consortium Board			
274578 - Feb 17, 2016 9:00 am - 12:00 pm	3.00	4	5
Advocacy Leadership,Educational Technology,Fiscal Management			
ARESC-PBSD Instructional Coaches PLC			
278311 - Feb 18, 2016 8:30 am - 11:30 am	3.00	2	18
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards>Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-eSchool Workday			
275754 - Feb 22, 2016 9:00 am - 4:00 pm	6.00	4	5
Non-Curricular			
ARESC-eSchool Workday			
275757 - Feb 23, 2016 9:00 am - 4:00 pm	6.00	4	7
Non-Curricular			
ARESC-ACSIP Statewide Field Test Workday			
273738 - Mar 2, 2016 9:00 am - 3:00 pm	6.00	2	15
Building a Collaborative Learning Community			
ARESC-Module 2: K-1 Phonics/Word Study			
275297 - Mar 3, 4, 2016 8:30 am - 3:30 pm	6.00	1	2
Arkansas Content Standards Frameworks,Cognitive Research,Common Core State Standards,Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Career & Technical Regional Advisory Council Planning Meeting 277224 - Mar 10, 2016 1:00 pm - 4:00 pm	3.00	7	7
Advocacy Leadership,Systemic Change Process			
ARESC-eSchool-3.1 Upgrade Training 279380 - Mar 14, 2016 9:00 am - 4:00 pm	6.00	6	16
Non-Curricular			
ARESC-PCMA Behavior Tools: Basic Practitioner Course 271487 - Mar 15, 2016 8:30 am - 3:30 pm	6.00	2	2
Classroom Management			
ARESC-eSchool-3.1 Upgrade Training 279383 - Mar 15, 2016 9:00 am - 4:00 pm	6.00	6	19
Non-Curricular			
ARESC-PCMA Behavior Tools: Practitioner Course Day 2 271488 - Mar 16, 2016 8:30 am - 3:30 pm	6.00	2	2
ARESC-Paraprofessional Training - Behavior Module 277048 - Mar 17, 2016 8:30 am - 3:30 pm	6.00	2	4
Building a Collaborative Learning Community,Classroom Management			
ARESC-TESS/LEADS Support Training for Superintendents 279548 - Mar 17, 2016 12:30 pm - 3:30 pm	3.00	4	5
Advocacy Leadership,Assessment,Supervision			
ARESC-PBSD Instructional Coaches PLC 282845 - Mar 17, 2016 8:30 am - 12:30 pm	4.00	4	22
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-Teacher Center Committee Meeting 275953 - Mar 29, 2016 10:00 am - 2:00 pm	4.00	5	5
Arkansas Content Standards Frameworks			
ARESC-MOS Certification and IT Academy Training 274195 - Mar 31, 2016 8:30 am - 3:30 pm	6.00	8	13
Educational Technology			
ARESC-Stuttgart CTE 282582 - Apr 5, 2016 3:15 pm - 5:15 pm	2.00	2	7
Fiscal Management			
ARESC-Dollarway CTE Teacher and Administration Meeting 283633 - Apr 11, 2016 4:00 pm - 5:00 pm	1.00	2	11
Curriculum Alignment,Educational Technology			
ARESC-ADE Behavior Support Specialist Monthly Meeting 265717 - Apr 12, 2016 9:00 am - 4:00 pm	6.00	13	14
Classroom Management,Data Disaggregation,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-Data Collection Workshop 271305 - Apr 14, 2016 8:30 am - 3:30 pm	6.00	6	8
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Classroom Management,Data Disaggregation			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-APSCN HAC 3.1 Training			
282514 - Apr 14, 2016 9:00 am - 1:00 pm	3.00	5	9
ARESC-Dollarway High School Growth and Sustainability for SY2016-17 (Dollarway School District)			
283602 - Apr 15, 2016 1:30 pm - 3:30 pm	2.00	1	28
Arkansas Content Standards Frameworks,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-eSchool Workday			
283877 - Apr 27, 2016 9:00 am - 4:00 pm	6.00	1	1
Non-Curricular			
ARESC-Virtual Arkansas Update and Registration Training			
281421 - Apr 28, 2016 8:30 am - 3:30 pm	6.00	4	5
Arkansas Content Standards Frameworks,Educational Technology			
ARESC-CTE Regional Advisory Council			
281384 - May 5, 2016 9:00 am - 3:00 pm	6.00	11	50
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Mentoring Coaching,Supervision,Systemic Change Process			
ARESC-White Hall MOS Training			
286890 - May 10, 2016 12:30 pm - 2:00 pm	18.00	2	2
Assessment,Educational Technology			
ARESC-LDC Across the Curriculum/White Hall High School			
291435 - May 10, 2016 8:30 am - 3:30 pm	6.00	2	8
Arkansas Content Standards Frameworks,Common Core State Standards			
ARESC-LDC Across the Curriculum/White Hall High School			
291437 - May 12, 2016 8:30 am - 3:30 pm	6.00	2	10
Arkansas Content Standards Frameworks,Common Core State Standards			
ARESC-Data Collection			
284053 - May 16, 2016 8:00 am - 3:00 pm	6.00	2	10
Assessment,Cognitive Research,Data Disaggregation,Instructional Strategies,Systemic Change Process			
ARESC-LDC Across the Curriculum/Stuttgart High School			
291434 - May 17, 2016 8:30 am - 3:30 pm	0.00	2	11
ARESC-PBSD Instructional Coaches PLC			
288649 - May 19, 2016 8:30 am - 12:30 pm	3.00	2	17
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-Teacher Center Committee Meeting			
287627 - May 24, 2016 10:00 am - 2:00 pm	4.00	3	3
Non-Curricular			
ARESC-Google Docs Drive-Pine Bluff School District			
288694 - May 24, 2016 1:00 pm - 4:00 pm	2.00	3	11
Educational Technology			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Google Classroom for Pine Bluff School District 288697 - May 31, 2016 8:30 am - 12:00 pm	3.00	2	28
Educational Technology			
ARESC-G/T Coordinators Meeting 289534 - May 31, 2016 9:00 am - 12:00 pm	3.00	4	4
Advocacy Leadership,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Non-Curricular,Supervision			
ARESC-DIBELS Next Training-Pine Bluff School District 288051 - Jun 2, 2016 8:30 am - 3:30 pm	6.00	2	6
Advocacy Leadership,Data Disaggregation,Educational Technology,Instructional Leadership,Mentoring Coaching			
ARESC-Module 1: K-1 Overview of Comprehensive Literacy and Assessment 275341 - Jun 6, 7, 2016 8:30 am - 3:30 pm	12.00	4	9
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Common Core State Standards,Data Disaggregation,Instructional Strategies			
ARESC-You Be The Chemist: Essential Elements (K-8) 278969 - Jun 6, 2016 8:30 am - 11:30 am	3.00	7	8
Arkansas Content Standards Frameworks,Common Core State Standards			
ARESC-Data Collection 280652 - Jun 6, 2016 8:30 am - 3:30 pm	6.00	5	10
Assessment,Cognitive Research,Data Disaggregation,Instructional Strategies,Systemic Change Process			
ARESC-RTI Arkansas: Response to Intervention Overview 273289 - Jun 7, 2016 8:30 am - 3:30 pm	6.00	6	14
Arkansas Content Standards Frameworks,Assessment,Instructional Strategies			
ARESC-Differentiating the Primary Classroom 279374 - Jun 7, 2016 8:30 am - 11:30 am	3.00	5	15
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Differentiating the Secondary Classroom 279375 - Jun 7, 2016 12:30 pm - 3:30 pm	3.00	10	15
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Google Drive-Back-Ups and More 281031 - Jun 7, 2016 8:30 am - 11:30 am	3.00	8	11
Educational Technology			
ARESC-Module 1: Grades 2-3 Overview of Comprehensive Literacy and Assessment 275350 - Jun 8, 9, 2016 8:30 am - 3:30 pm	12.00	2	6
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Data Disaggregation,Instructional Leadership,Instructional Strategies			
ARESC-Engage The Brain 279373 - Jun 8, 2016 8:30 am - 11:30 am	3.00	9	23
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Classroom ReMix for Teachers 276452 - Jun 9, 2016 8:30 am - 11:30 am	6.00	6	7
Educational Technology,Instructional Strategies			
ARESC-Module 1: Grades 4-5 Overview of Comprehensive Literacy and Assessment 275356 - Jun 13, 14, 2016 8:30 am - 3:30 pm	12.00	6	7
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Data Disaggregation,Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-FBA to BIP			
280644 - Jun 13, 2016 8:30 am - 3:30 pm	6.00	6	12
Assessment,Cognitive Research,Data Disaggregation,Instructional Strategies,Systemic Change Process			
ARESC-Text Complexity for Grades 2-12			
280830 - Jun 13, 2016 8:30 am - 3:30 pm	6.00	6	17
Common Core State Standards,Instructional Strategies			
ARESC-The School Librarian as Learning Specialist			
273310 - Jun 14, 2016 8:30 am - 3:30 pm	6.00	12	24
Arkansas Content Standards Frameworks			
ARESC-Hooked On Fishing Not On Drugs-HOFNOD			
289662 - Jun 14, 2016 9:00 am - 4:00 pm	6.00	2	6
Arkansas Content Standards Frameworks,Common Core State Standards,Health Physical Activity,Mentoring Coaching			
ARESC-Module 2: Grades K-1 Phonics/Word Study			
275358 - Jun 15, 16, 2016 8:30 am - 3:30 pm	12.00	11	25
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Data Disaggregation,Instructional Leadership,Instructional Strategies			
ARESC-Literacy Design Collaborative(LDC)			
280688 - Jun 15, 16, 2016 8:30 am - 3:30 pm	12.00	5	31
Common Core State Standards			
ARESC-Put Your Local History on the Map with Arkansas and American History			
273299 - Jun 16, 2016 8:30 am - 3:30 pm	6.00	7	13
Arkansas Content Standards Frameworks,Arkansas History			
ARESC-Mandated Reporters - Child Maltreatment			
279474 - Jun 16, 2016 9:00 am - 11:00 am	2.00	5	10
Advocacy Leadership,Cognitive Research,Health Physical Activity,Non-Curricular			
ARESC-Teen Dating Violence			
280339 - Jun 16, 2016 1:00 pm - 3:00 pm	2.00	4	7
Advocacy Leadership,Building a Collaborative Learning Community,Health Physical Activity,Parental Involvement			
ARESC-Module 2: Grades 2-3 Phonics, Word Study, and Spelling Instruction			
275365 - Jun 20, 21, 2016 8:30 am - 3:30 pm	12.00	7	7
Assessment,Common Core State Standards,Data Disaggregation,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-Designing a Special Education Classroom to Enhance Student Learning and Behavior			
280660 - Jun 20, 2016 8:30 am - 3:30 pm	6.00	9	23
Classroom Management,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Young Athletes by Special Olympics			
282487 - Jun 20, 2016 9:00 am - 12:00 pm	3.00	3	5
Health Physical Activity			
ARESC-Increasing Inclusive Physical Activity and Health Education			
282489 - Jun 20, 2016 1:00 pm - 4:00 pm	3.00	3	5
Health Physical Activity			
ARESC-Google Apps for Beginners			
279371 - Jun 21, 2016 8:30 am - 11:30 am	3.00	8	24
Common Core State Standards,Educational Technology,Instructional Strategies			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Close Reading			
280679 - Jun 21, 2016 8:30 am - 3:30 pm	6.00	5	11
Common Core State Standards,Instructional Strategies			
ARESC-Fabulous Foldables K-5			
280853 - Jun 21, 2016 12:30 pm - 3:30 pm	3.00	3	3
Instructional Strategies			
ARESC-Dyslexia Awareness and RTI-White Hall School District			
288371 - Jun 21, 2016 8:30 am - 11:30 am	3.00	2	34
Instructional Strategies			
ARESC-Dyslexia Awareness and RTI-White Hall School District			
288375 - Jun 21, 2016 12:30 pm - 3:30 pm	3.00	2	28
Instructional Strategies			
ARESC-RTI Arkansas: Response to Intervention Leadership			
273296 - Jun 22, 2016 8:30 am - 3:30 pm	6.00	4	6
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Instructional Leadership,Instructional Strategies			
ARESC-Module 2-Grades 4-5:Word Study: Phonics, Spelling, and Vocabulary Instruction			
275366 - Jun 22, 23, 2016 8:30 am - 3:30 pm	12.00	1	1
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Data Disaggregation,Instructional Leadership,Instructional Strategies			
ARESC-More Google Apps			
279370 - Jun 22, 2016 8:30 am - 11:30 am	3.00	8	22
Common Core State Standards,Educational Technology,Instructional Strategies,Principles of Learning Developmental Stages			
ARESC-Links for LMS (Library Media Specialists) and Literacy Leaders K-6			
280839 - Jun 22, 2016 12:30 pm - 3:30 pm	3.00	5	5
Instructional Strategies			
ARESC-Advanced Fabulous Foldables for Grades 6-12			
280843 - Jun 22, 2016 8:30 am - 11:30 am	3.00	4	4
Instructional Strategies			
ARESC-Transition Toolkit Training for Special Education Staff			
285840 - Jun 22, 2016 9:00 am - 4:00 pm	6.00	3	5
Assessment,Principles of Learning Developmental Stages			
ARESC Leadership Institute: Understanding ACT Aspire Data Reports; Tier I/II Legislative Updates; AR Leadership Quest-The School Principal-The Most Influential Position in Education			
283049 - Jun 23, 2016 8:30 am - 4:30 pm	8.00	8	28
Advocacy Leadership,Fiscal Management,Instructional Leadership,Supervision			
ARESC-Disciplinary Literacy/History-Social Studies-"What's the story, and who or what's responsible?"			
283210 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	7	9
Arkansas Content Standards Frameworks			
ARESC-Transition Planning: Considerations for Students on the Autism Spectrum and Students with Intellectual Disabilities			
285843 - Jun 23, 2016 12:30 pm - 3:30 pm	3.00	4	5
Curriculum Alignment,Instructional Strategies			

Summary Attended

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-Transition Practices for Post-School Success			
285846 - Jun 23, 2016 8:30 am - 11:30 am	3.00	4	5
Assessment,Building a Collaborative Learning Community,Instructional Strategies			
ARESC-Promoting a Growth Mindset in Mathmatics Education-LIVE STREAMED SESSION			
276431 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	8	15
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
ARESC-Module 3: Grades K-1 Oral Language			
275368 - Jun 27, 2016 8:30 am - 3:30 pm	6.00	6	10
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Leadership,Instructional Strategies			
ARESC-Using the State Capitol To Teach			
276812 - Jun 27, 2016 9:00 am - 11:00 am	2.00	6	7
Arkansas History			
ARESC-LDC Work Day 1			
280696 - Jun 27, 2016 8:30 am - 3:30 pm	6.00	5	12
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies			
ARESC-Yoga for Kids			
281711 - Jun 27, 2016 8:30 am - 4:00 pm	6.00	6	10
Health Physical Activity,Instructional Strategies			
ARESC-Module 4: Shared Reading (K-1)			
279358 - Jun 28, 2016 8:30 am - 3:30 pm	6.00	6	10
Arkansas Content Standards Frameworks,Cognitive Research,Common Core State Standards,Instructional Leadership,Instructional Strategies			
ARESC-Project Based Learning (K-6)			
279362 - Jun 28, 2016 8:30 am - 11:30 am	3.00	4	7
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
ARESC-Project Based Learning (7-12)			
279366 - Jun 28, 2016 12:30 pm - 3:30 pm	3.00	11	15
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
ARESC-Dyslexia Information for Classroom Teachers			
282507 - Jun 28, 2016 8:30 am - 3:30 pm	6.00	10	35
ARESC-Perkins Consortia Board Meeting			
290511 - Jun 28, 2016 10:00 am - 2:00 pm	3.00	4	4
Advocacy Leadership			
ARESC-Module 3: Grades 2-3 Reading			
275371 - Jun 29, 30, 2016 8:30 am - 3:30 pm	12.00	4	5
Arkansas Content Standards Frameworks,Cognitive Research,Common Core State Standards,Instructional Leadership,Instructional Strategies,Systemic Change Process			
ARESC-Student Engagement Made Easy (No, Really!)			
279389 - Jun 29, 2016 8:30 am - 11:30 am	3.00	10	19
Classroom Management,Common Core State Standards,Instructional Leadership,Instructional Strategies			
ARESC-PCMA Behavior Tools: Basic Practitioner Course			
280673 - Jun 29, 2016 8:30 am - 3:30 pm	6.00	7	15
Classroom Management			

Printed Date: 7/13/2016

Last modified: 7/13/2016

Session	Credits	Districts	Attended
ARESC-RTI Overview/Introduction			
280834 - Jun 29, 2016 8:30 am - 11:30 am	3.00	4	5
Data Disaggregation, Instructional Strategies, Systemic Change Process			
ARESC-Teen Suicide Awareness and Prevention			
286267 - Jun 29, 2016 9:00 am - 11:00 am	2.00	5	8
Advocacy Leadership			
GRAND TOTAL:		92	3271

Crowley's Ridge Educational Service Cooperative Annual Report 2015-16

Letter from the Director

SUBJECT: 2015-16 Annual Report

I consider it an honor to speak on behalf of CRESC. The stakeholders who create the smooth delivery of information on a day-to-day basis put forth a tremendous amount of effort and must have a high level of expertise in their job specific areas. This annual report is a compilation of efforts by the CRESC staff in an effort to summarize our activities for the year 2014-15.

Many changes have occurred in education since the inception of the Educational Service Cooperatives in 1985. The co-ops have assisted districts in embracing change for improving schools. They have done so by providing professional development and aiding in the building of capacity. The Co-ops have been instrumental in initiating the implementation of these many changes. Thus, schools are able to meet the initiatives that have been rolled out by the Arkansas Department of Education.

The next few years will see variations in Co-op evaluation brought about by the legislature, as well as teacher licensure alterations, teacher and principal evaluation modifications, BloomBoard, changes in mentoring of new superintendents, and changes in assessment. It will be the responsibility of our staff at CRESC to make sure these changes are clearly communicated to all twenty-two school districts we serve.

With each and every school year comes greater accountability. Our educational system is under scrutiny regarding how we conduct school and how our students perform. We at CRESC feel committed to help our schools perform at a rate that meets or surpasses state and national expectations.

Education is probably changing faster today than ever before. We must change with it or become a victim of it.

*John R. Manning, Director
Crowley's Ridge Educational Service Cooperative*

Crowley's Ridge Educational Service Cooperative

Mission Statement

The purpose of this Cooperative is to be of assistance to member schools in achieving more efficient use of their shared resources; to be of assistance in meeting or exceeding accreditation standards; and, to promote coordination between districts and the State Department of Education in order to provide services consistent with district needs.

State Map of Cooperatives

The Crowley's Ridge Educational Cooperative serves the area marked on the map above.
CRESC services public schools in:

Craighead County: Bay, Brookland, Buffalo Island Central, Jonesboro, Nettleton, Riverside, Valley View

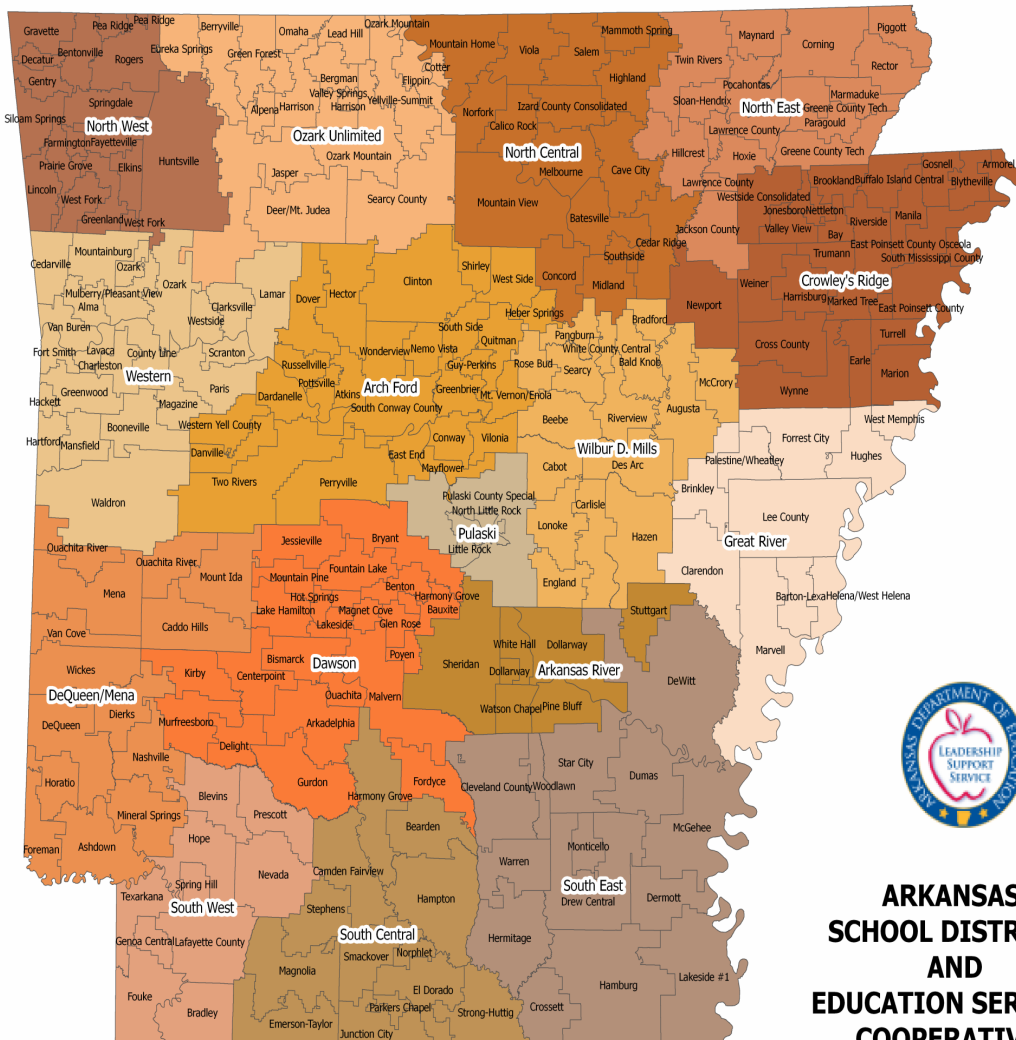
Crittenden County: Earle, Marion

Cross County: Cross County, Wynne

Jackson County: Newport

Mississippi County: Armorel, Blytheville, Gosnell, Manila, Osceola, South Mississippi County

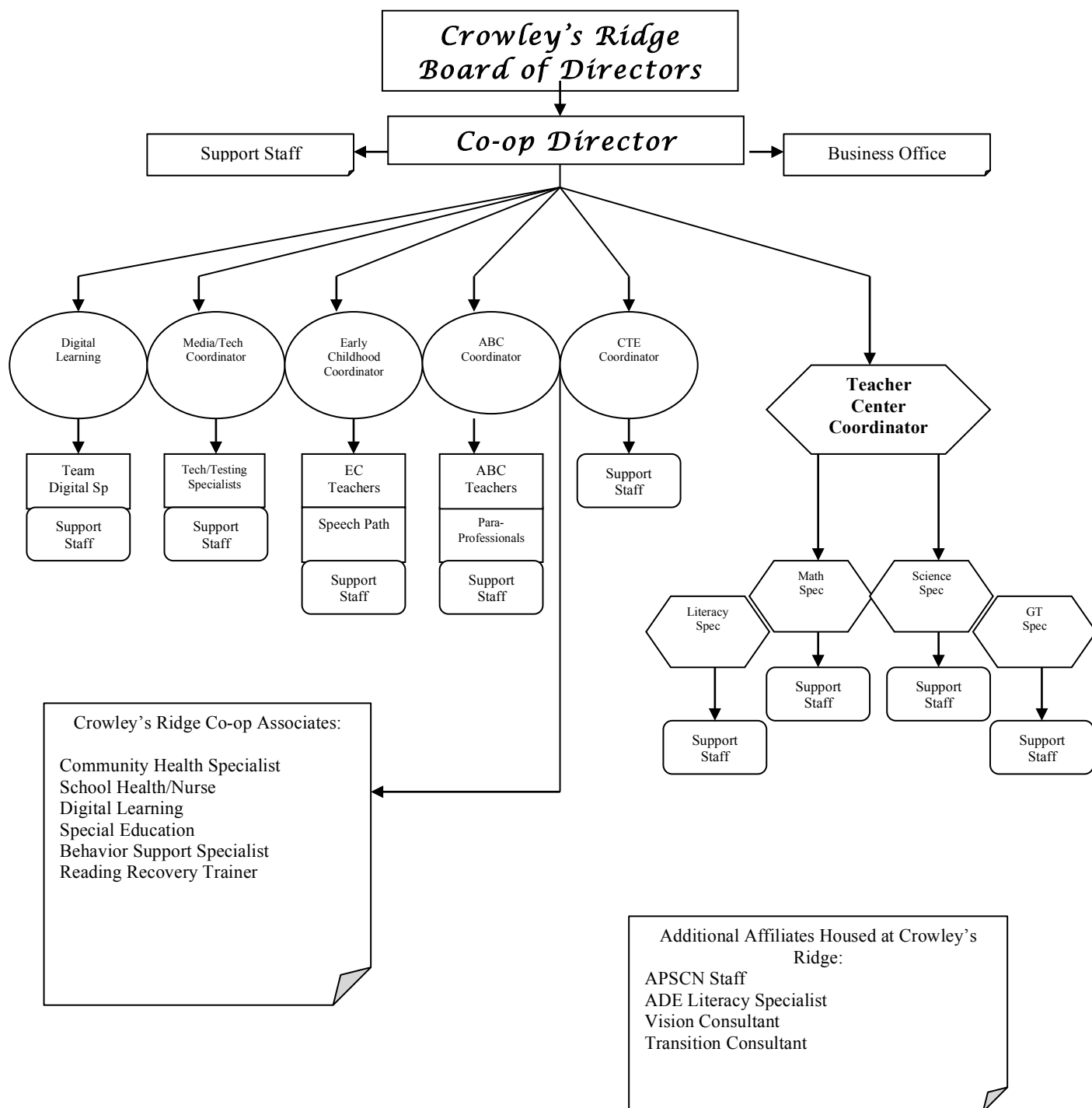
Poinsett County: East Poinsett County, Harrisburg, Marked Tree, Trumann



**ARKANSAS
SCHOOL DISTRICTS
AND
EDUCATION SERVICES
COOPERATIVES**

Crowley's Ridge ESC Organizational Chart

Organizational Chart



FY 15-16 Salary Schedules
Crowley's Ridge Educational Cooperative
Salary Schedules
CERTIFIED TEACHER SALARY SCHEDULE
190 Day Contract

STEP	YRS EXP.	BSE	MSE
1	0	34,500	36,500
2	1	34,950	37,000
3	2	35,400	37,500
4	3	35,850	38,000
5	4	36,300	38,500
6	5	36,750	39,000
7	6	37,200	39,500
8	7	37,650	40,000
9	8	38,100	40,500
10	9	38,550	41,000
11	10	39,000	41,500
12	11	39,450	42,000
13	12	39,900	42,500
14	13	40,350	43,000
15	14	40,800	43,500
16	15	41,250	44,000

Increments:

BSE = 450

MSE = 500

ACA 6-17-2403

November 25, 2008 - Presented to Personnel Advisory Committee.

February 20, 2009 - Approved by General Board.

CLASSIFIED SALARY SCHEDULE
190 Day Contract

STEP	YRS EXP.	
1	0	14,333
2	1	14,783
3	2	15,233
4	3	15,683
5	4	16,133
6	5	16,583
7	6	17,033
8	7	17,483
9	8	17,933
10	9	18,383
11	10	18,833
12	11	19,283
13	12	19,733
14	13	20,183
15	14	20,633
16	15	21,083

Increments: 450

December 11, 2008 - Presented to Personnel Advisory Committee.

February 20, 2009 - Approved by General Board.

School Districts served :**Board of Directors**

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Riverside, South Mississippi County, Trumann, Valley View, Wynne

Members of the Board

Name	Position	School District
Sally Bennett	Board Member	Armored
Chip Layne	Board Member	Bay
Richard Atwill	Board Member	Blytheville
Keith McDaniel	Board Member	Brookland
Gaylon Taylor	Board Member	Buffalo Island Central
Carolyn Wilson	Board Member	Cross County
Rickey Nicks	Board Member	Earle
Michael Pierce	Board Member	East Poinsett County
Bonard Mace	Board Member	Gosnell
Danny Sample	Board Member	Harrisburg
Dr. Kim Wilbanks	Board Member	Jonesboro
Pam Castor	Board Member	Manila
Don Johnston	Board Member	Marion
Annesa Thompson	Board Member	Marked Tree
James Dunivan	Board Member	Nettleton
Dr. Larry Bennett	Board Member	Newport
Michael Cox	Board Member	Osceola
Mike Smith	Board Member	Rivercrest
Tommy Knight	Board Member	Riverside
Myra Graham	Board Member	Trumann
Bryan Russell	Board Member	Valley View
Carl Easley	Board Member	Wynne

Teacher Center Committee

Elementary Teacher Positions	Name	District	Term Expires
Teacher	Tracy Plunkett	Blytheville	August, 2015
Teacher	Tabitha Ballard	Brookland	August, 2015
Media Specialist	Latrice McClinton	Earle	August, 2015
Teacher	Portia Routon	Rivercrest	August, 2016
Literacy Coach	Kim Hurst	Riverside	August, 2015
Middle/Jr. High Teacher Positions	Name	District	Term Expires
Teacher	John Hantke	Buffalo Island	August, 2016
Teacher	Anita Toney	Harrisburg	August, 2017
Teacher	Emily Gillis	Marked Tree	August, 2016
Teacher	Kathy Swann	Newport	August, 2015
Media Specialist	Chrystal Hamilton	Trumann	August, 2017
Media Specialist	Shannon Ginn	Marion	August, 2017
HS Teacher Positions	Name	District	Term Expires
Teacher	Debra Harms	Armored	August, 2016
Teacher	Rachel McFarland	Bay	August, 2016
Teacher	Anita McKinney	Gosnell	August, 2015
Teacher	Tammy Taegtmeyer	Wynne	August, 2015
Teacher	Donna Parrish	East Poinsett Co	August, 2015
Admin Positions	Name	District	Term Expires
GT.PD Coordinator	Sandra Puryear	Jonesboro	August, 2017
Instructional Facilitator	Ginger Baltimore	Manila	August, 2016
Support Staff Parent Coordinator	Lisa Hogan	Nettleton	August, 2015
Elementary Assistant Principal	Michelle Crain	Valley View	August, 2017
Support Staff	Jeannette Walker	Osceola	August, 2015
Elementary Principal	Stephen Prince	Cross County	August, 2017

Each participating school district in Crowley's Ridge has one representative on the Teacher Center Committee. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each Committee member shall be elected for a term of three years.

Crowley's Ridge Educational Service Cooperative Annual Report

2015-2016

ESC Annual Report

Arkansas Department of Education...

Arkansas Department of Education
Educational Service Cooperative (ESC) Annual Report

DATE: June 15, 2016 LEA# 56-20 ESC#: 3

ESC NAME: Crowley's Ridge Educational Service Cooperative

ADDRESS: 1606 Pine Grove Lane, Harrisburg, AR 72432

PHONE NUMBER: 870.578.5426

DIRECTOR: John R. Manning

TEACHER CENTER COORDINATOR: Tish Knowles

COUNTIES SERVED:

Craighead, Crittenden, Cross, Jackson, Mississippi, & Poinsett

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 37092

NUMBER OF TEACHERS: 3,028

I. GOVERNANCE

A. How is the co-op governed? Board of Directors

How many members on the Board? 22

How many times did the Board meet? 10

Executive Committee? N/A

When is the regular meeting? 3rd Wednesday of each month

Date of current year's annual meeting: June 15, 2016

B. Does the co-op have a Teacher Center Committee? Yes

If yes, then:

How many are on the Teacher Center Committee? 22

How many members are teachers? 16

How many times did the Teacher Center Committee meet? 4

When is the regular meeting? 2 Fall Semester, 2 Spring Semester

C. When was the most recent survey/needs assessment conducted? December 2015

D. Have written policies been filed with the Arkansas Department of Education? Yes

Crowley's Ridge ESC Staff

2015-16	YRS	Degree	Job Title
ADKINS, JULIE	20	MSE	Behavior Specialist
BANDY, ANGIE	18	MSE	Literacy Specialist
BESSEE, DAWN	25	MSE	Literacy Specialist
BRADSHER, EMILEE	5	MSE	Behavior Specialist
BRASWELL, MELISSA	20	MSE	Reading Recovery Specialist
BROADWAY, AMBER	0	MSE	Examiner
BROWN, DEBBIE	15		Administrative Asst.
BROWN, JAMES	12	BS	Computer Tech
BRYANT, MARY	15	MSE	Examiner
CAMPBELL, NIKKI	14	MSE	SP ED LEA Supervisor
COBURN, SHARON 0.5 FTE	42	MSE	Gifted Talented
COOK, LIZANNE	23		Teacher Center Clerk
GIPSON, RETHA	41	MSE	Math Specialist
HORN, KERI .6 FTE 120 days	19	EdS	Examiner
HORSLEY, PEGGY .6FTE/144 days	22		Administrative Asst.
JONES, KARLA	22	MSE	Literacy Specialist
KENNEDY, SHERRY	8	AA	Digital Learning Support Sp
KNOWLES, TISH	19	EdS	Teacher Center Coord
LEE, JAMES	17	MSE	Math Specialist
LUCIUS, JUDY	35	MSE	ESVI Ed. Vision Consultant
MANNING, JOHN	42	MSE	Co-op Director
McELHANON, JANE	13	MSE	SP ED LEA Supervisor
MURRELL, CATHY	11	BS	Administrative Asst.
McNEELY, CAROLYN	36	MSE	Workforce Ed Coord.
PHIPPS, KATHY	10.5		Asst Bookkeeper
STOVALL, WENDY	17	MSE	Examiner
SWANSON, MELISSA	13	BA	Administrative Asst.

WILLIAMS, JENNIFER	21	BSE	Transition Consultant
WILSON, KAY	11.5		Bookkeeper
WINSLOW, TAMMY	22	MSE	Science Specialist

Additional Housed at CRESC

COOK, BARBARA	APSCN Financial Support
COOK, LAURA	Community Health Nurse Specialist
NAYLOR, REBECCA	Literacy Specialist
RHODES, PAM	APSCN Student Support
SMITH, PAULA	State School Nurse Consultant

Early Childhood Sp. ED CERTIFIED	Years of Services	Degree	Job Title
MORRISON, KANDIE	19.5	MSE	ECH Sp ED Coord.
BELL, JENNY	0.5	MCD	Speech Pathologist
CLAYTON, ASHLEY	9	MSE	Itinerant Teacher
EVERHART, ALICIA	8	MCD	Speech Pathologist
EVERHART, KATIE	9	MSE	Itinerant Teacher
FLETCHER, TRACIE	6	BSE	Itinerant Teacher
FRYE, SHANNON	17	MCD	Speech Pathologist
GEORGE, LORI	20	MCD	Speech Pathologist
GRIMMER, CHRISTY	19	BSE	Itinerant Teacher
HONEY, CYNTHIA	12	MSE	Itinerant Teacher
JOHNSON, GRETCHEN	15	MSE	Behavior Specialist
LANGSTON, REBECCA	6	BSE	Itinerant Teacher
LEDEZMA, MARIA	7	MSE	Itinerant Teacher
LOGGAINS, BRIDGETT	15	MCD	Speech Pathologist
McFADDEN, GINGER	7.5	BSE	Itinerant Teacher
NICHOLS, AMANDA	0.5	MCD	Speech Pathologist
NIEMEYER, SANDRA	6	MCD	Speech Pathologist
PERKEY, TRACY	18	MCD	Speech Pathologist
PRICE, MEGAN	0.5	MCD	Speech Pathologist
TRUELOVE, JULIE	8	MSE	Itinerant Teacher
VAUGHN, NICOLE	0.5	MCD	Speech Pathologist
WEATHERS, AMANDA	2	MCD	Speech Pathologist
WILLBANKS, KIMBERLY	1	BSE	Itinerant Teacher
WILLIS, BROOKE	7	MSE	Itinerant Teacher

CLASSIFIED

BEARDEN, TINA	11		Para Professional
HINSON, ANNIE	32		Para Professional
HORSLEY, PEGGY	21		Administration Asst.
McINTIRE, JESSICA	3		Para Professional
LANSDALL, CINDY	18		Para Professional
CHAFFIN, LINDA	10		Administration Asst.
ROUSE, AMANDA	2		Para Professional

ABC**ABC CERTIFIED****2015-16****Yrs of Exp****Degree****Job Title**

COBURN, SHARON 0.5 FTE	42	MSE	Coord.
COFFMAN, DEBBIE	35	BSE	Asst. Coord.
ROSS, RUTH	36	BSE	Asst. Coord.
BALLARD, LISA	0	BSE	Teacher
COOK, PATTY	27	BSE	Teacher
DICKSON, JAMIE	8	BSE	Teacher
EMERY, MICHELLE	20	BSE	Teacher
FINCH, DEBRA	2	MSE	Teacher
HALL, WHITNEY	0	BSE	Teacher
HIVELY, RACHEL	5	BSE	Teacher
JENNINGS, CARLA	32	BSE	Teacher
LESTER, LEANNE	7	MSE	Teacher
SCHLUETER, KRISTA	0	BSE	Teacher
WHITTEMORE, COURTNEY	0	BSE	Teacher
WRIGHT, KRISTY	0	BSE	Teacher
YOCUM, LINDA	16	BSE	ABC Curriculum Fac.

ABC CLASSIFIED			
2015-16			
CRISWELL RANDI	11		Para Professional
DEVER, ROBIN	0		Para Professional
EASLEY, MILLIE	8		Para Professional
GRIMES, DANA	9.5		Para Professional
JAMES, ANGELA	0		Para Professional
MARQUIS, SHANNON	10		Para Professional
PARHAM, KRIS	11.5		Para Professional
ROBERTSON, STACY	3		Para Professional
STOKES, KRISTIN	0		Para Professional
WILLIAMS, ELIZABETH	1		Para Professional
WOODALL, MEGHAN	1		Para Professional

ABC ABC CERTIFIED 2015-16			
	Yrs of Exp	Degree	Job Title
COBURN, SHARON	42	MSE	Coord.
COFFMAN, DEBBIE	35	BSE	Asst. Coord.
ROSS, RUTH	36	BSE	Asst. Coord.
BARCLAY, CRYSTAL	1	BSE	Teacher
COOK, KANDACE	1	BSE	Teacher
COOK, PATTY	27	BSE	Teacher
DICKSON, JAMIE	8	BSE	Teacher
EMERY, MICHELLE	20	BSE	Teacher
FINCH, DEBRA	2	MSE	Teacher
HIVELY, RACHEL	5	BSE	Teacher
JENNINGS, CARLA	32	BSE	Teacher
LESTER, LEANNE	7	MSE	Teacher
NICHOLS, KELLY	1	BSE	Teacher

ABC CLASSIFIED			
2015-16			
AARON, JENNIFER	1		Para Professional
CRISWELL RANDI	11		Para Professional
EASLEY, MILLIE	8		Para Professional
GRIMES, DANA	9.5		Para Professional
MARQUIS, SHANNON	10		Para Professional
PARHAM, KRIS	11.5		Para Professional
ROBERTSON, STACY	3		Para Professional
WILLIAMS, ELIZABETH	1		Para Professional
WOODALL, MEGHAN	1		Para Professional

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. See attached "Summary Attended" report.

Does the co-op provide media services to schools? YES [X] NO []

If yes, then:

Approximate the number of titles in media center: 450

Does the co-op provide delivery to the districts? YES [X] NO []

How many districts participate in the media program? 22

How many titles (including duplicate counts) were provided to schools during this current year? 1295

Do districts contribute dollars to the media services? YES [X] NO []

If yes, then:

How are media / technology charges per district determined?

\$3.00/ADM

Does the co-op operate a "make-and-take" center for teachers? YES [X] NO []

If yes, then:

How many teacher visits have been made to the center? 405

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Cooperative Purchasing
- ☒ Conduct Annual Needs Assessment /Planning assistance
- ☒ Special Education Services
- ☒ Gifted and Talented Assistance
- ☒ Grant Writing Assistance
- ☒ Personnel Application
- ☒ Assist/Support with Evaluation Procedures (OSR, ACSIP Monitoring, GT Program Evaluation, etc.)
- ☒ Migrant Student Identification
- ☒ Bookkeeping Assistance
- ☒ Technology Training
- ☒ Curriculum Support
- ☒ Business Management Training
- ☒ Computer Technician
- ☒ E-Rate Applications
- ☒ Assessment Data Analysis
- ☒ Instructional Facilitator Training
- ☒ Math/Science/Literacy Specialists
- ☒ Numerous Professional Development Opportunities for Teachers
- ☒ Administrators and Local Board Members Training
- ☒ Other (please specify):
- ☒ Carl D. Perkins

- [X] Bus Driver Training
- [X] School Board Training
- [X] Custodial/Asbestos/Maintenance
- [X} Digital Learning Grant for Districts/Co-op through APSRC

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ Student Assessment Program
- ☒ Itinerant Teachers – Please list areas: (ECSE, SPED)
- ☒ Occupational/Physical Therapy
- ☒ Transition Assistance
- ☒ Mentor Programs
- ☒ Gifted/Talented Programs: 22 participating districts
- ☒ Digital Instruction
- ☒ Speech Pathology Services
- ☒ Low Incidence Handicapped (vision/hearing)
- ☒ Other (Please specify):
- ☒ Early Childhood Special Education 3-5 years of age
- ☒ Digital Learning
- ☒ Behavioral Intervention Consultant
- ☒ Nursing Services

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

- CRESC partners with Arkansas State University (ASU) Education Renewal Zone (ERZ) and the College of Education to provide professional development opportunities to member districts, and pre-service teachers, co-host events with national speakers. Co-op and STEM specialists assist in delivering training to college groups, as deemed necessary by the university.
- One current partnership project between ADE and the co-op is the delivery of training to Arkansas administrators and educators of the Teacher Excellence Support System (TESS). The new teacher evaluation system requires the training of all principals/evaluators and all Arkansas educators. The cooperative has assisted the state by hosting the face-to-face trainings and by engaging in the training modules for the purpose of delivering the training and support to our area administrators and educators. CRESC has also hosted Administrator Support Trainings to help prepare administrators for TESS.
- Another current partnership project between ADE and the co-op is the delivery of training to Arkansas administrators of the Arkansas Leader Excellence and Development System (LEADS). The principal evaluation system requires the training of all principals/evaluators. The cooperative has assisted the state by hosting the face-to-face trainings and by engaging in the training modules for the purpose of delivering the training and support to our area administrators. CRESC has also hosted Administrator Support Trainings to help prepare administrators for TESS in order to be credentialed.
- CRESC content specialists partner with ADE Professional Development Unit to write and develop new state-wide initiated trainings. Current projects being developed with CRESC committee members include Implementation of Comprehensive Literacy Framework K-1, 2-3, 4-5, and 6-8; Oral Language through the Dyslexia Committee; Explanatory/Informational Writing K-3; Building Deeper Understanding with Integer Operations; Transitioning to New Science Standards: Targeted Support for Elementary Teachers, K-6.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2015-16 school year:

For this number above, please provide the number in each of the following racial classifications:

White 11

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2014-2015 school year:

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications

White 0

African American _____

Hispanic _____

Asian _____

American Indian/Alaskan Native _____

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

White 11

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Crowley's Ridge Educational Cooperative

2015-2016

Program

PROGRAM: Early Childhood

FUNDING AMOUNT: State \$850,588 Federal \$330,600 Local \$197,640

FUNDING SOURCE: State, Federal, and Local Early Childhood Special Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

ECH 2015-16

	Yrs	Degree	Job Title
SPECIAL ED. CERTIFIED			
MORRISON, KANDIE	19.5	MSE	ECH Special Ed Coord
EVERHART, KATIE	8	MSE	Itinerant Teacher
FLEATHER, TRACIE	7	BSE	Itinerant Teacher
FLOCK, JENNY	0.2	MSE	Speech Pathologist
FRYE, SHANNON	16	MSE	Speech Pathologist
GEORGE, LORI	19	MSE	Speech Pathologist
GRIMMER, CHRISTY	18	BSE	Itinerant Teacher
HAZELWOOD, BRITTANY	3	BSE	Itinerant Teacher
HUTTON, JONI	27	MSE	Speech Pathologist
JOHNSON, GRETCHEN	14	MSE	Behavior Specialist
LANGSTON, REBECCA	5	BSE	Itinerant Teacher
LAYER, AMANDA	0.5	MSE	Speech Pathologist
LEDEZMA, MARIA	6	MSE	Itinerant Teacher
LOGGAINS, BRIDGETT	14	MSE	Speech Pathologist
McFADDEN, GINGER	6.5	BSE	Itinerant Teacher

SPECIAL ED. CERTIFIED	Yrs	Degree	Job Title
PERKEY, TRACY	17	MSE	Speech Pathologist
PRICE, MEGAN	0.5	MSE	Speech Pathologist
TRUELOVE, JULIE	7	MSE	Itinerant Teacher
VAUGHN, NICOLE	0.5	MSE	Speech Pathologist
WILLBANKS, KIMBERLY	0	BSE	Itinerant Teacher
WILLIS, BROOKE	6	MSE	Itinerant Teacher
CLASSIFIED			
COOK, LAURA	22		Administrative Assistant
GYNGARD, M	3		Paraprofessional
HORSLEY, PEGGY .6FTE	20		Administrative Assistant
LANSDALL, CINDY	17		Paraprofessional
REAMS, LINDA	6		Paraprofessional

GOAL:

It is the goal of the Early Childhood program to address the needs of children with disabilities through speech, occupational therapy, physical therapy, and teacher facilitated direct instruction.

PROGRAM SUMMARY:

CRESC's Early Childhood Program provides special education services for preschoolers on behalf of 21 out of the 22 member school districts in 5 counties. These services may begin at age three and continue until the child enters Kindergarten or turns 6 years of age. These services are provided at no cost to families. Preschool special education services may include services such as speech therapy, specialized instruction, and occupational therapy, physical therapy, and behavior interventions. These services are offered in accordance with IDEA (Individuals with Disabilities Education Act) of 1997. Preschool Disability Categories include: Autism, Deaf/Blindness, Traumatic Brain Injury, Visually Impaired, Orthopedically Impaired, Non-Categorical, Hearing Impaired, Other Health Impaired, Multiple Disabilities, and Speech/Language Impaired.

To get started our program begins with screenings. Screenings include short tests of vision, hearing, speech, and general development and give a small sample of a child's skills. Screenings do not determine if a child needs special education but rather aid in determining if further evaluation is needed. If further evaluation is recommended, a meeting is scheduled with the child's parent to discuss the evaluation procedure and the program's services.

MAJOR HIGHLIGHTS OF THE YEAR:

The Early Childhood Program interacted with more than 1,000 families. There were 370 children provided with preschool special education services. Ninety-five children were dismissed after a year or more of serves under an IEP. Approximately 130 children transitioned to kindergarten for continued services.

PROGRAM: Arkansas Better Chance (ABC)

FUNDING AMOUNT: \$923,400

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Cross County, Gosnell, Marked Tree, and Riverside

PERSONNEL:

ABC ABC CERTIFIED 2015-16			
	Yrs of Exp	Degree	Job Title
COBURN, SHARON	42	MSE	Coord.
COFFMAN, DEBBIE	35	BSE	Asst. Coord.
ROSS, RUTH	36	BSE	Asst. Coord.
BARCLAY, CRYSTAL	1	BSE	Teacher
COOK, KANDACE	1	BSE	Teacher
COOK, PATTY	27	BSE	Teacher
DICKSON, JAMIE	8	BSE	Teacher
EMERY, MICHELLE	20	BSE	Teacher
FINCH, DEBRA	2	MSE	Teacher
HIVELY, RACHEL	5	BSE	Teacher
JENNINGS, CARLA	32	BSE	Teacher
LESTER, LEANNE	7	MSE	Teacher
NICHOLS, KELLY	1	BSE	Teacher

ABC CLASSIFIED			
2015-16			
AARON, JENNIFER	1		Para Professional
CRISWELL RANDI	11		Para Professional
EASLEY, MILLIE	8		Para Professional
GRIMES, DANA	9.5		Para Professional
MARQUIS, SHANNON	10		Para Professional
PARHAM, KRIS	11.5		Para Professional
ROBERTSON, STACY	3		Para Professional
WILLIAMS, ELIZABETH	1		Para Professional
WOODALL, MEGHAN	1		Para Professional

GOAL:

The ABC Program strives to provide quality preschool services on behalf of the public school system. These services may begin at age 3 and 4. Preschool services may include services such as speech therapy, specialized instructional services, occupational therapy and physical therapy.

PROGRAM SUMMARY:

The CRESC ABC Pre-K Program is funded annually by a state grant. Through the grant, CRESC provides services to 130 ABC eligible preschool children aged three through four years old. Preschool services are provided in seven licensed classrooms on five school campuses located in four counties.

MAJOR HIGHLIGHTS OF THE YEAR:

The ABC program added two additional classrooms this year.

PROGRAM: Gifted and Talented

FUNDING AMOUNT: \$28,500

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

COBURN,SHARON	42	MSE	GT Specialist
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GOAL:

The goal is to assist member districts to meet the State's Standards for Gifted and Talented Education and Advanced Placement.

PROGRAM SUMMARY:

The GT Specialist serves as a liaison between the ADE and the districts by providing assistance and support through the ADE's annual monitoring process by assisting with pre-monitoring training and attending all monitoring visits as a support to districts. Our GT Specialist is involved in regional and state level programs.

MAJOR HIGHLIGHTS OF THE YEAR:

The CRESC Gifted and Talented Specialist provides a professional avenue for district GT Coordinators to become involved in regional and state functions. This year, GT Coordinators from six of our schools districts were selected to present at the annual Arkansans for Gifted and Talented Education (AGATE) state conference.

PROGRAM: Special Education/LEA Supervisor

FUNDING AMOUNT: \$80,602

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Buffalo Island Central, Harrisburg, Manila, and Osceola

PERSONNEL:

CAMPBELL, NIKKI	14	MSE	Special Ed LEA Supervisor
McELHANON, JANE E	13	MSE	Special Ed LEA Supervisor
MURRELL, CATHY	11	BS	Administrative Assistant

GOAL:

To provide LEA supervisory special education services to six districts within Crowley's Ridge Coop area and provide ongoing training and support for district and school personnel, including certified teachers, administrators, central office staff, and paraprofessionals.

PROGRAM SUMMARY:

Supervise and administer all district programs for children with disabilities under the Individuals with Disabilities Education Act (IDEA). Provide consultation to special and regular education personnel in the district. Designate appropriate professionals for appraisal, programming and implementation activities as specified by state guidelines. Initiate and administer programs to locate, identify, and evaluate students with suspected disabilities. Monitor operation of district programs for children with disabilities to ensure operation in accordance with state approved policies, procedures, and guidelines. Provide consultative assistance to regular education teachers serving students with disabilities. Maintain information on and liaison with other public and private agencies and individuals who provide services to students with disabilities in the districts. Develop and monitor contacts with other districts, public and private agencies and individuals who are providing services to students with disabilities in the district. Develop and recommend the district special education plan and budget to the district superintendent. Develop and administer the district's comprehensive system of personnel development for special education. Serve as a liaison with the ADE Special Education Unit in matters concerning education of children with disabilities. Serve as a liaison with parents and professional organizations.

MAJOR HIGHLIGHTS OF THE YEAR:

Two school districts were added to the special education consortium for CRESC, along with one Special Education Supervisor. Co-teaching implemented at Osceola and Harrisburg HS.

PROGRAM: Arkansas Transition Services

FUNDING AMOUNT: \$91,000

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island, Cross County, Earle, East Poinsett, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, and Wynne. Areas outside CRESC include: Northeast Education Cooperative: Westside, Pocahontas, Sloan Hendrix, Hillcrest, Corning, Marmaduke, Greene County Tech, Hoxie, Lawrence County, Jackson County, Paragould, Piggott, Rector, Maynard
Great Rivers Education Cooperative: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, Hughes, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Williams, Jennifer	20	BSE	Transition Consultant
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GOAL:

Arkansas Transition Services Transition Consultants' mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes. In essence, the Transition/Consultant endeavors to increase personal awareness and knowledge of Transition Planning Procedures and Practices. The Transition Consultant acts as a liaison between school districts, education cooperatives, the Arkansas Department of Education, and Special Education Unit-Arkansas Transition Section.

PROGRAM SUMMARY:

The Arkansas Department of Education, Special Education Unit, funds a grant by which the consultant group, Arkansas Transition Services, works to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes, as mandated by the Individuals with Disabilities Education Act.

Arkansas Transition Services consists of six transition consultants across the state, including a State Transition Coordinator. All consultants provide district, regional and state-wide trainings and technical assistance throughout the year. Arkansas Transition Services develops and provides trainings based not only on Federal mandates, but also on the needs of school districts and transition teams in the area of transition. Some of these

trainings include how to develop transition classes, transitions assessment trainings, involving the student in transition planning, compliance with transition indicators, and how to gain parental participation and how to establish local transition teams. We continue to work hard to build capacity in the districts through thorough reviews of transition plans, followed up with report findings and recommendations for additional training. This has been an effective and proactive practice that districts have participated in prior to being monitored by the Special Education Unit.

ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. A collaborative effort is made among districts, agencies and ATS to hold Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams. ATS also maintains a leadership role in the Arkansas Interagency Transition Partnership, which works to bring agencies together to discuss issues and develop strategies to better serve schools and students.

Arkansas Transition Services has worked with several technical assistance centers, including National Secondary Transition Technical Assistance Center, National Post School Outcomes Center and National Dropout Prevention Center for Students with Disabilities. These technical assistance centers now are under one project, National Technical Assistance Center for Transition (NTACT). NTACT is a national technical assistance center funded by the U.S. department of Education's Office of Special Education Programs and is focused on improving transition outcomes. Each year, at least two ATS representatives attend the NTACT sponsored, Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, teacher representatives and IDEA Data and Research representatives. While at the meeting, we develop an action plan based on the transition needs in Arkansas in transition and our different perspectives. This plan is then carried out through our collaborative work with districts, students, parents and agencies during the year.

Transition File Reviews were provided for the following districts: Osceola, West Memphis, Bay, Buffalo Island Central, Paragould, Hughes, Helena/West Helena, Rector, South Mississippi County, Cross County, Blytheville, Trumann, Sloan Hendrix, KIPP Delta-Helena, Hoxie, and Maynard

On site trainings/file review follow up were provided for the following districts: Osceola, West Memphis, Buffalo Island Central, Paragould, Helena/West Helena, Rector, Cross County, Trumann, Sloan Hendrix, Hoxie, Jackson County, and Maynard

Monitoring follow up was provided for the following districts: Bay, Buffalo Island Central, Helena-West Helena, Trumann, and South Mississippi County

Transition Toolkit Training was provided for the following: Northeast Arkansas Education Cooperative with 45 attendees representing 14 districts in the coop area. Crowley's Ridge Educational Services Cooperative with 44 attendees representing 14 districts in the coop area.

MAJOR HIGHLIGHTS OF THE YEAR:

A Transition Summit is also held every other year for local transition teams around the state to meet and assess the needs of the team's area. These teams then develop a plan based on those needs to improve transition outcomes. A Summit was held in October 2014 with record-breaking attendance – 264 attendees (including 164 Special Educators, 44 Special Education Administrators, 11 agency members, 3 PT/OT/Speech Therapists, 4 parents and 38 other educators) and 53 teams from 48 districts. The focus was Student Focused Planning. We also held two Cadre meetings where the local teams came together to receive professional development in transition assessments, student focused planning, practice profiles and post school options. These events provided opportunities for continued team planning and networking, as well.

College Bound is another annual event held in collaboration with University of Central Arkansas. It is a three day residential program intended to increase student's knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level.

CIRCLES is an innovative approach to providing transition planning services. In CIRCLES, there is a School Level Team (SLT), made up of school staff and the caseworkers and case managers of each of the outside agencies who might be able to help our students make this transition successfully. There is also a Community Level Team (CLT), made up of agency and district administrators.

These two different teams meet separately to serve to different functions in the CIRCLES model of service delivery. A CIRCLES training was held in September 2014 for 6 districts who have decided to pilot this program. ATS will continue to facilitate the districts' planning efforts for implementation in the fall of 2015.

The State Toolkit for Examining Post-School Success (STEPSS) is a web-based, data-based decision making tool designed to support state departments of education in disseminating and using data related to secondary transition (SPP Part B Indicators 1, 2, 13, and 14) to improve in-school transition programs for youth with disabilities. STEPSS training will be held in June 2015 with eight districts attending in order to pilot the program beginning in the fall of 2015.

Our website (www.arkansastransition.com) has recently been revamped with a new, colorful, easy to navigate template. New resources have been added, including a Transition Fair Toolkit and Guidance and Career Counselor's Toolkit for teachers and counselors; interactive IEP forms for students; healthcare transition information for parents; the TAGG online assessment for secondary aged youth with disabilities, their families and professionals; and updated agency resources by county.

The Arkansas Interagency Transition Partnership (AITP) will hold the third annual AITP Summer Connections as a way for district personnel around the state to learn about a variety of agency services. This year we will have three representatives from postsecondary education programs in Arkansas for students with intellectual disabilities. We will also include a panel of

employers of people with disabilities to discuss their experiences and expectations of working with people with disabilities. The AITP also developed and will soon print a Resource Guide to disseminate among school districts and agencies. These guides were developed for schools and agencies to give to parents as a way to help increase parental awareness of the importance of transition and resources to help with transition as early as possible.

In preparation for the 2015-2016 school year, the following training sessions are being offered this summer for the Great Rivers Education Cooperative, Crowley's Ridge Educational Services Cooperative, and Northeast Arkansas Education Cooperative: Toolkit Training, Student Directed Transition Planning, and Preparing Middle School Students as They Consider Going to College.

PROGRAM: Behavior Intervention

FUNDING AMOUNT: \$83,660

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne.

PERSONNEL:

BRADSHER, EMILEE	4	MSE	
ADKINS, JULIE	20	MCD,CCC,SLP,BCBA	Behavior Specialist

GOAL:

Increase the local capacity to implement research based interventions when addressing programming for behavior and autism.

PROGRAM SUMMARY:

The Arkansas Department of Education, in order that all students make educational progress in the least restrictive environment, provides regionally based behavior consultants. Upon referral by a Local Education Agency, parent or other agency, behavior intervention services are available for the following student populations:

Students most at risk for expulsion or repeated suspensions.

Students at risk of increasingly restrictive educational placements, including residential treatment, due to the student's behavior.

Students identified/suspected as having Autism Spectrum Disorder and are in need of programming to improve educational performance.

Students discharged from a psychiatric residential facility and recommended for ongoing school-based mental health interventions, including day treatment.

Students presently in a school-based day treatment program and in need of continued behavioral programming and support.

To access a Behavior Intervention Consultant for a student for one or more of these populations, the appropriate referral protocol via CIRCUIT through the ADE-SE website is completed.

Follow up services are provided for each referral on a 20 hour basis free of charge. Additional services are provided, which include ABA, assessment for autism, and structured teaching setup. A CIRCUIT data base with services provided and outcomes is kept at the state level, which is reviewed at the state level annually.

MAJOR HIGHLIGHTS OF THE YEAR:

Each co-op across the state now has a Behavior Consultant to serve their region, thereby increasing effectiveness in programming.

PROGRAM: Educational Services for the Visually Impaired (ADE ESVI)

FUNDING AMOUNT: \$5700

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, and Wynne. Other areas served not in CRESC include the following counties: Clay, Crittenden, Greene, Lawrence, Randolph, and Jackson County.

PERSONNEL:

LUCIUS, JUDY	Consultant for Visually Impaired
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GOAL:

To assist our school districts in fulfilling the needs of our visually impaired students

PROGRAM SUMMARY:

An Educational Vision Consultant/Certified Orientation and Mobility Specialist for the Visually Impaired (ESVI) provides consultation to assist with visually impaired school-age students in public schools and preschoolers ages 3-5 in any placement. This is provided free of charge through the Special Education Unit of the Arkansas Department of Education. Services are provided by trained professionals who are dually certified in vision education as well as orientation and mobility. Direct instruction in orientation and mobility is provided as needed.

MAJOR HIGHLIGHTS OF THE YEAR:

More students have been added to the program. Other programs and the Special Education Supervisors are finding and providing the needed input to ensure that visually impaired students are picked up/assigned to the caseload early. The earlier these students receive the needed help/instruction, the more gains these students will make, instead of falling behind their peers because of the lack of understanding of their needs.

PROGRAM: School Psychology

FUNDING AMOUNT: \$284,000

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: **NON-RESTRICTED:** X

PARTICIPATING DISTRICTS: Armorel, Blytheville, Buffalo Island Central, Earle, East Poinsett County, Harrisburg, Manila, Marked Tree, Newport, Osceola, Rivercrest, Trumann, and Bay, along with Developmental Early Childhood

PERSONNEL:

BROADWAY, AMBER	0	BS	School Psychology Specialist Intern
BRYANT, MARY	14	MSE	School Psychology Specialist, NCSP
HORN, KERI .6 FTE 120 days	18	EdS	School Psychology Specialist
JONES, RITA	23	MSE	School Psychology Specialist
STOVALL, WENDY	16	EdS	School Psychology Specialist

GOAL:

To provide timely, accurate, reliable, and valid special education evaluations for the school districts listed above, according to Special Education and IDEA guidelines, including evaluations for students exhibiting characteristics of autism and dyslexia.

PROGRAM SUMMARY:

The role of the School Psychology Specialist is varied with many aspects. Services include conducting more than 650 individual comprehensive evaluations in accordance with state and federal regulations to assist LEA Special Education Supervisors and school personnel in determining eligibility and how to best meet the needs of the students. Also, consultation services with regard to curriculum-based measurement/progress monitoring as it relates to response to intervention efforts are provided. Consulting/teaming with school personnel to assist in the development of academic and behavioral interventions with struggling learners is another component of the role of School Psychology Specialist. We also provided specialized Dyslexia trainings to hundreds of teachers in the co-op area. In addition to personalized trainings as needed at each of our schools.

MAJOR HIGHLIGHTS OF THE YEAR:

Assisting Special Education Staff and Teachers with behavior intervention plans, providing professional development for teachers, leading and assisting school based teams with Response to Intervention (RTI), consultation services with regard to Curriculum-Based Measurement/Progress Monitoring (CBM/PM) as it relates to response to intervention efforts, and aiding other districts, including Wynne, Valley View, and Marion, when called upon.

PROGRAM: Career and Technical Education

FUNDING AMOUNT: \$455,471 \$50,000

FUNDING SOURCE: Federal - Carl D. Perkins State

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, East Poinsett County, Earle, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Westside, Wynne and schools outside CRESC include Hillcrest and Jackson County

PERSONNEL:

BROWN, DEBBIE	15		Administrative Assistant
McNeely, Carolyn	36	MSE	Career Educational Coordinator

GOAL:

The goal of Career & Technical Education is to prepare secondary students for entering the workforce, military or enrolling in post-secondary education after high school graduation. Formally known as Vocational Education, students are taught valuable technical skills in the areas of Agriculture, Business, Family & Consumer Sciences, Auto Mechanics, Medical Professions, Construction, Drafting and Design, Welding, etc. Ideally, we hope to prepare ALL students for the workforce, post-secondary education and/or military. Other indicators are proficiency in the literacy and geometry, technical skill attainment (CTE EOC Exams), high school course completion and graduation, placement, and nontraditional participation and completion.

PROGRAM SUMMARY:

The Career and Technical Education program of Crowley's Ridge Educational Service Cooperative coordinates the Carl D. Perkins Career and Technical Education Act of 2006 and the Arkansas Department of Career Education initiatives. This office serves as liaison between member schools and the Career and Technical education staff at the Arkansas Department of Career Education. The program serves twenty consortia districts: Armorel, Bay, Brookland, Buffalo Island Central, Cross County, East Poinsett County, Gosnell, Harrisburg (including Weiner), Hillcrest, Jackson County, Earle, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Osceola, Riverside, South Mississippi County, Valley View and Westside. Technical assistance is offered to non-consortia schools on developing the local Perkins projects, program

improvement and career planning services. The program serves these non-consortia schools in the cooperative area: Blytheville, Newport, Trumann and Wynne.

MAJOR HIGHLIGHTS OF THE YEAR:

Students were recognized through regional or district events this year. Twenty competitive grants were awarded to area schools in the amount of \$649,037.05

PROGRAM: Student Management Systems (SMS), Arkansas Public School Computer Network (APSCN) Field Analyst

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Westside, Wynne.

PERSONNEL:

RHOADES, PAM	APSCN Student Support
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GOAL:

The field analyst provides end-user training and support to Arkansas public school districts using the statewide networked Pentamation Student Management System and provides technical assistance to school districts on-site to evaluate and resolve end-user problems in using the Pentamation Student Management System including state required reporting.

PROGRAM SUMMARY:

The field analysts are currently supporting the new student data reporting version, eSchoolPlus, which has been phased into all the school districts across the state.

PROGRAM: APSCN Business Field Specialist

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne, and all districts in Great Rivers ESC

PERSONNEL:

COOK, BARBARA	APSCN Financial Support
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GOAL:

To provide end-user support to district finance users of the FMS statewide Finance Management System, Cognos, and meeting statewide guidelines.

PROGRAM SUMMARY:

The APSCN Business Field Specialist, housed at CRESC, assists schools within the Crowley's and Great Rivers Educational Service Cooperative areas. The field specialist is responsible for reviewing and explaining financial code changes each year and monitoring districts to make sure the changes are being made, as well as taking necessary steps to ensure accurate accounting of expenditures. The field specialist also helps with problem areas such as athletics expenditure tracking and pull back, categorical fund, and facilities project tracking. The field specialist continually assists and monitors progress of the districts.

MAJOR HIGHLIGHTS OF THE YEAR:

System changes

PROGRAM: Technology

FUNDING AMOUNT: \$75,000

FUNDING SOURCE: State

COMPETITIVE GRANT: YES _____ NO X

RESTRICTED NON-RESTRICTED X

PARTICIPATING DISTRICTS:

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

BROWN, LEON	12	BS CBU- ITM	Computer Tech
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GOALS:

Provide quality technology support for the cooperative and for the member schools.

PROGRAM SUMMARY:

- Support districts in their efforts to provide technology for teaching and learning
- Coordinate with districts and schools to increase access to AR IDEAS, AR iTunesU, and AR Digital Sandbox
- Develop Needs Assessment surveys for Teachers and Administrators across the state.
- Communicate directly with teachers and district techs via Email, site visits, phone calls, and quarterly tech meetings
- Maintain the cooperative and technology website
- Video and edit presentations for the cooperative and Region 2
- Provide Erate assistance for the cooperative and member school districts
- Maintain and keep Cooperative network at a high level
- Aid with tech plan writing and assistance to the cooperative and member school districts
- Provide support for Continuity of Operations Planning to the cooperative and member school districts
- Host meetings with district technology coordinators

ADE Services, Cooperation, and Collaboration:

AR IDEAS

AR iTunesU

AR Digital Sandbox.

Virtual Arkansas

EtherScope – Network Analysis

ACT Aspire Assessments – Technology Ready

NextGen Network – Internet Upgrade

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital

FUNDING AMOUNT: \$75,000

FUNDING SOURCE: ADE Grant - Act

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL: Superintendent – Cathi Swan, State Coordinator of Digital Learning
Virtual Arkansas Director of Operations –Mike Lar
Virtual Arkansas Director of Operations – Junior Stormes
Virtual Arkansas CTE Campus Supervisor – James Malcolm
Virtual Arkansas Concurrent Credit Campus Supervisor – Ellora Hicks
Virtual Arkansas Core Campus Supervisor – Dionne Britton
Team Digital Members – Lisa Russell, Gerard Newsom, Rachel Schell, Evan Patrick, Sherry Kennedy, Dexter Miller

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts “Power Up with Virtual Arkansas” for a variety of reasons. A district may face a

teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

ARMOODLE:

Arkansas MOODLE is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

MAJOR HIGHLIGHTS OF THE YEAR:

- Hired and trained three Distance Learning Support Specialists that support Virtual Arkansas, Arkansas MOODLE, and Arkansas Education Service Cooperatives
- Implemented content-Only Services for Schools through Virtual Arkansas
- Trained schools in the new Virtual Arkansas Registration System
- Virtual Arkansas named by the Governor to provide computer science courses free of charge to public school districts
- Cooperatives hosted digital learning consultations for schools that were interested in offering more digital opportunities
- Transitioned and implemented ZOOM technology to replace CIV state-wide
- Trained content specialists on ZOOM and implementing blended professional development

PROGRAM: School/Community Health

FUNDING AMOUNT: \$11,000

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: **NON-RESTRICTED:** X

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Riverside, South Mississippi County, Trumann, Valley View, Wynne

PERSONNEL:

COOK, LAURA	Community Health Nurse Specialist
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GOAL:

CHNS focus on the health care of children in tobacco prevention, physical activity and nutrition as well as other child health issues. CHNS support school nurses with resources and technical assistance and also assist them with continuing education hours through trainings and provided updates from both the Arkansas Department of Education and the Arkansas Department of Health.

PROGRAM SUMMARY:

The Community Health Nurse Specialist (CHNS) are responsible for providing technical assistance, education and policy guidance to school district personnel, school nutrition and health committees, and community health coalitions.

MAJOR HIGHLIGHTS OF THE YEAR:

SPARK Equipment for Area Schools

SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness.

SPARK strives to improve the health of children and adolescents by disseminating evidence-based physical activity and nutrition programs that provide curriculum, staff development, follow-up support, and equipment to teachers of Pre-K through 12th grade students.

SPARK believes in fostering a positive working environment that values professional growth, upward mobility, and opportunities for people to work together toward common goals."

PROGRAM: State School Nurse Consultant

FUNDING SOURCE: Arkansas Department of Health

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: **NON-RESTRICTED:** X

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne. In addition to CRESC districts, the State School Nurse Consultant provides assistance to all regions in Arkansas.

PERSONNEL:

SMITH, PAULA	State School Nurse Consultant
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GOAL:

The goal is to provide professional leadership for all Arkansas school nurses.

PROGRAM SUMMARY:

To accomplish the goal, the SSNC:

- serves as a liaison for school nurses with state agencies and other partners as well as an advocate for school health needs;
- encourages health promotion activities through community wellness programs;
- supervises the development of school health position statements, school nurse training modules, and the school health policies and procedure manual.

In addition, the SSNC establishes a system of continuing education for school nurses focusing on state mandated screenings, immunization requirements, state nursing standards and other school health related areas.

PROGRAM: Teacher Center (Make and Take)

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: **NON-RESTRICTED:** X

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

COOK, LIZANNE	22		Teacher Center Clerk/Courier
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GOAL:

To provide the CRESC Education Cooperative and our 22 school districts with make-and-take services for preschool through the 12th grade.

PROGRAM SUMMARY:

The Teacher Center workroom is a source of many materials which teachers in the districts use on a regular basis. Many supplies are available to teachers, including a laminating machine, button maker, and book binder. The center also consists of close to 600 various die cuts and 8 cutting machines. One of the more popular items in the workroom is a poster maker. This machine is used by teachers, administrators, and co-op specialists when conducting workshops and showing examples of materials introduced in meetings and professional development workshops. The workroom also offers ready-made materials, such as letters and cutout designs. Folder games are a mainstay of the workroom and are very popular since time is saved by having the materials available for make-n-take. All of the above mentioned items can be purchased in the workroom or can be ordered by phone or online. The delivery system in place provides service as needed weekly to school districts.

MAJOR HIGHLIGHTS OF THE YEAR:

We continue to provide hands-on materials for classroom teachers to provide interactive instruction tools for the classroom.

PROGRAM: Media

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: **NON-RESTRICTED:** X

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

COOK, LIZANNE	22		Teacher Center Clerk/Courier
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GOAL:

To provide the CRESC Education Cooperative and our 22 school districts with media and courier services for preschool through the 12th grade.

PROGRAM SUMMARY:

The Media room, which is part of the Teacher Center, has a catalogue of over 450 items for check out and delivery available to the school districts in our service area. We provide an on-line catalogue for teachers to browse through and check out materials. The media center has over 200 big books, math, science, history, literacy, health and professional development DVDs, VHS tapes, and educational kits.

MAJOR HIGHLIGHTS OF THE YEAR:

During the 2014-15 school year, the media clerk has continued to purge and update the system. As funding becomes available, the media's goal is to add new material to the catalogue.

PROGRAM: Professional Development

FUNDING SOURCE: Base and District Support

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED: **NON-RESTRICTED:** X

PARTICIPATING DISTRICTS:

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

KNOWLES, TISH	18	EdS	Teacher Center Coordinator
MURRELL, CATHY	10	BS	Administrative Assistant
SWANSON, MELISSA	11	BA	Administrative Assistant

GOALS:

- to align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready
- to provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately
- to improve the learning of all students by providing resources to support adult learning and collaboration
- to provide curriculum development assistance as schools transition from frameworks to CCSS
- to support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support

PROGRAM SUMMARY:

The Teacher Center Coordinator has the primary responsibility for planning and carrying out the professional development programs for member districts. The professional development programs are, in part, identified by the results of the needs assessment and in collaboration with the Teacher Center Committee. A wide variety of workshops are provided for teachers and administrators throughout the year utilizing the expertise of regional, state, and national consultants to train school personnel to help them develop professionally. In the summer, we contract with Teachers of Excellence in our member districts to provide professional

development to their peers. CRESC is in collaboration with the ADE as a training site for the many state initiatives. Collaboration with the ADE, STEM, ASU-ERZ, ASU College of Education, ASBA, APSRC, regional Cooperative Specialists, and various ADE Units help provide professional development for all school personnel. Technology is supported through a variety of training sessions here and at the school sites.

MAJOR HIGHLIGHTS OF THE YEAR:

Major highlights of the year include training and participation in the Teacher Excellence and Support, Leader Excellence and Development System, and Arkansas Induction Mentoring Model. The other highlights include the Superintendents' Professional Development Institute, the Leadership Conference for all administrators, and School Board Member training. A full list of professional development is included in this report.

**PROGRAM: Arkansas Induction Mentoring Model (AIMM)
Training**

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes___ No x

RESTRICTED FUNDING x **NONRESTRICTED**
FUNDING _____

PARTICIPATING DISTRICTS: Armorel, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

KNOWLES, TISH	18	EdS	Teacher Center Coordinator
WINSLOW, TAMMY	21	MSE	Science Specialist
COBURN, SHARON	42	MSE	ABC/GT Coordinator
COFFMAN, DEBBIE	35	BSE	ABC Asst. Coordinator

PROGRAM SUMMARY:

Crowley's Ridge ESC held three trainings for Pathwise Project Director Updates during 2014.

AIMM trainers attended their initial training in March of 2014 and were recalibrated in May 2015. New mentor training provided understanding of the elements of the AIMM Mentor process and how to utilize the ATLAS online system for gathering and reporting information to the state. The mentors/mentees utilized the AIMM learning modules via Moodle. The AIMM Program at Crowley's Ridge Cooperative continued to support participating districts in creating and sustaining a successful mentoring program for new teachers in the profession.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between AIMM and TESS (Teacher Effectiveness Support System)
- Use the AIMM Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

PROGRAM: Reading Recovery

FUNDING AMOUNT: \$86,500

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes___ No X

RESTRICTED: **NON-RESTRICTED:** X

PARTICIPATING DISTRICTS: Armorel, Cross County, Harrisburg, Manila, Trumann, Valley View. Outside CRESC region: Barton/Lexa in Great Rivers ESC and Westside in NEA ESC.

PERSONNEL:

BRASWELL, MELISSA	19	MSE	Reading Recovery Specialist
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GOAL:

The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty in learning to read and write and to reduce the cost of these learners to educational systems. Additional goals are to enhance teacher awareness and implementation of current best practices through high quality professional development, to meet the needs of students through integrated assessment and responsive instruction, and to ensure that all students are meeting the state and national standards in literacy.

PROGRAM SUMMARY:

Reading Recovery® is a short-term intervention of one-to-one tutoring for the low-achieving first graders. Reading Recovery professional development begins with an academic year of graduate-level study and continues in subsequent years through continuing contact with the Reading Recovery teacher leader. With the support of the teacher leader, Reading Recovery teachers develop observational skills and a repertoire of intervention procedures tailored to meet the individual needs of at-risk students. The specially trained Reading Recovery teachers provide students with a half-hour lesson each school day for 12-20 weeks. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

MAJOR HIGHLIGHTS OF THE YEAR:

CRESC site discontinuing rate was above the national average.

PROGRAM: Literacy

FUNDING AMOUNT: \$86,500/specialist

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division,
K-12 Literacy Unit

COMPETITIVE GRANT: YES _____ NO X

RESTRICTED X **NON-RESTRICTED** _____

PARTICIPATING DISTRICTS:

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

BANDY, ANGIE	17	MSE	(NBCT) Literacy Specialist
BESSEE, DAWN	24	EdD	Literacy Specialist
BRASWELL, MELISSA	19	MSE	Reading Recovery Specialist
JONES, KARLA	21	MSE	(NBCT) Literacy Specialist
NAYLOR, REBECCA	35	MSE	ADE Literacy Specialist

GOALS:

- To develop, provide, and support the implementation of scientific, research-based professional development for all schools in our cooperative region through staff development, technical assistance, and instructional support for all district educators.
- To assist schools in meeting state and federal standards through the development of effective strategies including explicit instruction, brain-based instructional strategies, differentiated instruction, formative assessments, and summative assessments.
- To assist schools and districts in the articulation, design, and implementation of campus-wide and district-wide literacy goals through collaborative data disaggregation, professional learning communities/teams, effective planning strategies, and effective grading practices.
- To provide individual teacher and classroom support (as requested) through collaborative standards analysis, lesson planning, modeling, and pre- and post-lesson observations and conferences; as well as individual instructional support for teachers' and administrators' implementation of professional development with rigor and fidelity.

PROGRAM SUMMARY:

The literacy program is designed to prepare for and support the literacy needs of all schools and districts in our region. This is accomplished through the delivery of scientific, research-based professional development, job-embedded training, and subsequent support in order for educators and administrators to implement effective literacy practices with fidelity and rigor. The Literacy specialists work with individual teachers, teams, and entire faculties as they work towards increased student achievement and meeting the developmental and cognitive needs of all learners. All trainings are based on the most current research available and are correlated to the state and federal learning standards with regards to the Common Core State Standards (CCSS) for English Language Arts, Science, History/Social Studies, and Technical subjects; as well as core content-specific standards for Arkansas. As per schools' and districts' requests, the Literacy specialists also provide additional support for those campuses that may be identified as needing improvement, focus, or priority schools.

Staff development is provided during the summer and throughout the school year, with additional support throughout the year. These trainings and support opportunities include, but are not limited to:

- Early Literacy Learning in Arkansas (ELLA) for grades K-1
- Effective Literacy (ELF) for grades 2-4
- Comprehensive Literacy for Adolescent Student Success (CLASS) for grades 5-12
- Reading Recovery (See previous page on Reading Recovery)
- Content Literacy instruction
- Curriculum mapping and alignment
- Literacy Design Collaborative (LDC) for secondary schools
- Differentiated Instruction
- Argumentative/Expository Writing across the disciplines
- Close Reading
- Vocabulary instruction
- Disciplinary Literacy

ADE Services, Cooperation, and Collaboration:

The Arkansas Department of Education (ADE), in conjunction with the Education Service Cooperatives, offers professional development that focuses upon the development of effective literacy practices in grades K-12. The current state initiatives being supported through the cooperative are as follows: Comprehensive Literacy in K-12, Content Literacy, and the Literacy Design Collaborative. The Literacy specialists provide additional support to schools as they implement these state initiatives, as well as provide technical assistance for schools with regards to aligning their curriculum to the CCSS. The Literacy specialists with Crowley's Ridge Educational Service Cooperative (CRESC) consistently make a concerted effort to communicate with all educators and administrators regarding the availability of these school support services and staff development.

Literacy Department areas of support for ADE initiatives:

- Data analysis
- Development and use of formative assessments
- Development and use of summative assessments
- District Leadership Team meetings
- Professional Learning Communities
- Curriculum planning using the backward design model
- Overview of CCSS and subsequent planning
- Cross-curricular units of study
- Research-based effective practices
- Instructional Facilitator Professional Development and support
- High-yield instructional strategies
- Site-Based Observation Trainings (SBOTs)

PROGRAM: Science

FUNDING AMOUNT: \$86,500

FUNDING SOURCE: Arkansas Department of Education, Learning Services
Division, K-12 Science Unit

COMPETITIVE GRANT: YES _____ NO X

RESTRICTED X **NON-RESTRICTED** _____

PARTICIPATING DISTRICTS:

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

WINSLOW, TAMMY	21	MSE	Science Specialist
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GOALS:

- Promote and lead change in science education by facilitating conversations around the A Framework in Science Education K-12 document and the progression toward new Arkansas K-12 science standards.
- To develop, support, and promote effective scientifically researched-based science programs, which will impact learning for all students.
- To develop and provide staff development training, technical assistance, and instructional support as requested by ADE and/or CRESC member schools.
- To assist schools in meeting state science standards and CCSS English Language Arts Standards for Science and Technical Subjects by providing and modeling effective instructional strategies.

PROGRAM SUMMARY:

The science program strives to anticipate and meet the continuing needs of the twenty-three public school districts in the Crowley's Ridge Educational Service Cooperative area. The science specialist works with districts as requested to develop, support, and promote effective research-based science programs designed to encourage maximum achievement for all students. Professional development sessions and technical assistance opportunities are designed to enhance teachers' content knowledge and content pedagogical knowledge that will translate into classroom practices.

Science professional development opportunities are available to area schools throughout the year. Such science professional development opportunities included but not limited to:

- Preparing for New AR K-12 Science Standards
- A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas
- Disciplinary Literacy:
 - Summarizing
 - Write to Learn
 - Close Reading
 - Argument Writing
 - Vocabulary Strategies
 - Questioning
- SIM: Strategic Instructional Model
- 5E/7E Model of Instruction
- Picture Book Science
- Problem Based Learning
- Kit-Based Science
- AIM: Activities Integrating Math and Science
- Sciences and Engineering Practices
- Science Notebooking
- Quirkles: Exploring Phonics Through Science
- Writing Science Mini Grants
- Classroom Management
- Cooperative Learning Structures
- TESS Teacher Training
- Arkansas Induction Mentoring Model (AIMM)

ADE Services, Cooperation, and Collaboration:

The Arkansas Department of Education, in conjunction with the Education Service Cooperatives, offers professional development focusing on science development for grades K-12. Science specialists provide technical assistance to schools as they continue aligning local curriculum with the current Arkansas Science Frameworks and CCSS English Language Arts Standards for Science and Technical Subjects increasing student success on state science assessments in grades 5, 7, and EOC Biology.

In addition, we are committed to continued collaboration by facilitating conversations and learning opportunities around the A Framework in Science Education K-12 document and updates regarding the state's decision to adopt New AR K-12 Science Standards.

Science Department areas of Support:

- District Leadership Meetings
- Lesson Planning

- Team Meetings / Professional Learning Communities
- Classroom Observations for content knowledge, instructional strategies, student engagement, and classroom management
- Classroom Walk-Through
- Providing feedback and Support
- Instructional Facilitator Professional Development and Support
- Data Analysis
- Teacher Support with TESS
- Administrator Support with TESS and LEADS

Technology professional development opportunities are available to area schools throughout the year. Such technology professional development opportunities include but not limited to:

- Arkansas Ideas
- Teachscape
- iPads in the science classroom,
- Dropbox
- Wikis
- Vernier Tools
- Thinkfinity
- Gizmos
- Google Hangout

PROGRAM: Math

FUNDING AMOUNT: \$86,500/specialist

FUNDING SOURCE: Arkansas Department of Education, Learning Services
Division, K-12 Science Unit

COMPETITIVE GRANT: YES _____ NO X

RESTRICTED X **NON-RESTRICTED** _____

PARTICIPATING DISTRICTS:

Armored, Bay, Blytheville, Brookland, Buffalo Island Central, Cross County, Earle, East Poinsett County, Gosnell, Harrisburg, Jonesboro, Manila, Marion, Marked Tree, Nettleton, Newport, Osceola, Rivercrest, Riverside, Trumann, Valley View, Wynne

PERSONNEL:

LEE, JAMES	16	MSE	Math Specialist
PARRISH, CHERYL	32	MSE	Math Specialist

GOALS:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement members, instructional assistants, mathematics interventionists, parents, SPED, and Title I math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY:

James Lee worked with over 300 teachers developing CGI in their classrooms. James worked with the 4 teachers from our Co-op region that were selected to participate in the state CGI Leadership training. The teachers are now certified CGI trainers. Both Math specialists worked with Math Coaches and Math Leaders using the Understanding by Design (UbD) model.

Cheryl Parrish received training in Mathematics Design Collaborative from the Arkansas Department of Education and helped implement MDC at six schools during the 2014-15 school year while supporting former cohorts from previous MDC schools.

ADE Services, Cooperation, and Collaboration:

Cognitively Guided Instruction
Extending Children's Mathematics
Mathematics content at all grade levels and all traditional high school courses
Improve chances for students to be college and career ready
Instructional Facilitation Training
Assessment Preparation and Planning (formative and summative)
Model Lessons for Instructors with Pre- and Post- Discussion
Mathematics Design Collaborative for Various Grade-levels
Data Analysis
Data Modeling
Common Core State Standards Understanding
Understanding by Design Unit Planning

Crowley's Ridge Educational Cooperative

2015-2016

Special Projects...

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED ☒

NON-RESTRICTED ☐

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or statewide-giving opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents for the projects varied.

Program Name: Partnership for Assessment of Readiness for College and Career (PARCC)

Competitive Grant Yes ☐ No ☒

Goals and Description:

Crowley's Ridge Cooperative staff, including technology coordinators and teacher center coordinators, have provided support to district testing and technology personnel as preparations were made to implement online assessments in this initial year. Support included onsite visits within districts to aid in preparing technology infrastructure, provide multiple training opportunities for PARCC updates and assistance with preparation, and hosted PARCC workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

Crowley's Ridge Cooperative staff also provided support to classroom teachers and instructional leaders to ensure that the Common Core State Standards were taught in a manner that would prepare students for the PARCC. In addition to ADE presenters, cooperative literacy and math specialists provided face-to-face trainings on the PARCC resources that are available and how these could be utilized to strengthen the classroom teachers understanding of assessment requirements for students. Trainings will continue during the summer of 2015 and the upcoming school year.

Fingerprinting

Competitive Grant Yes ☐ No ☒

Goals and Description:

In an effort to help districts with changes in the law in the area of fingerprinting employees, ADE provided fingerprinting machines, along with proper training to Cooperative staff. Crowley's Ridge began fingerprinting in the summer of 2014, and continues to provide fingerprinting to all districts. There were 628 fingerprinted this year.

Program Name: *EtherScope Project*

Competitive Grant Yes ☐ No ☒

Goals and Description: In an effort to assist schools in preparation for online Common Core State Standards testing in 2014-15, ADE awarded a grant to the Co-ops for the purchase of

EtherScopes. There were EtherScopes purchased for each cooperative. All schools were evaluated to see if their networks are capable of connecting one computer to one student for the CCSS testing. When we visit each school, we save reports from the EtherScope for evaluation purposes and inform the school technology coordinator of the findings.

Program Name: *CGI-Cognitively Guided Instruction & ECM-Extending Children's Math*
Competitive Grant Yes ☐ No ☒

Goals and Description: Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 & 3 of training builds upon the previous year's training—resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction. ECM is for the upper elementary content math teachers. It includes fractions and fraction connections.

Program Name: *Enhancing Education Through Technology Grant (EETT) & Technology Infused Education (TIE) Project*

Competitive Grant Yes ☒ No ☐

Goals and Description: The purpose of the TIE project is to increase technology integration across the state of Arkansas. This program was originally funded when Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards while enhancing instruction through integrated technology practices. The cooperatives and ADE have partnered to continue this funding. All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently approximately 100 TIE Cadre members impacting over 70 districts across the state. The focus of cadre training is to support technology integration in curriculum. Training includes a focus on Common Core Standards, unit planning and tools teachers can use. Cadre members then share this knowledge in trainings offered at the co-ops. They have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators. The modules are all project based and have been developed by teachers. Modules include trainings on things such as Common Core State Standards, Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://lms.swsc.k12.ar.us>. By sharing these modules across the state, we are able to offer quality technology trainings. The cadre members not only train for the education co-ops in the summer but are also able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings.

Program Name: Literacy Design Collaborative/Mathematics Design Collaborative (LDC/MDC)

Competitive Grant Yes ☐ No ☒

Goals and Description: The LDC/MDC is an on-going professional development process which consists of tasks aligned to the Common Core State Standards that target those skills needed in reading, writing, and mathematics. Formative assessment is used as a tool for monitoring what students are learning and identifying misunderstanding or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students that are evaluated with a scoring rubric that helps educators across our state and nation calibrate high expectations. The LDC/MDC work is implemented in literacy, social studies/history, mathematics, science and career education classes for students in grades 9 and 10.

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The Arkansas Department of Education provided training for administrators at each cooperative on coaching and Professional Growth Plans, Scripting, and Specialty Rubrics during the fall of 2014. Additionally, two representatives from each cooperative participated in an extended training that began in the fall of 2014 to support administrators through the coaching process for TESS. The ADE is currently scheduling additional sessions to extend the learning and support administrators and teachers as they fully implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being developed). Trainings for the LEADS program throughout the 2014-2015 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other information, as needed in individual cooperatives.

Crowley's Ridge Educational Cooperative

2015-16

Professional Development Activities...

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
Blytheville--Math Leadership			
276790 - Jun 1, 2015 8:30 am - 3:30 pm	6.00	2	7
Curriculum Alignment, Instructional Leadership			
Blytheville--Curriculum Development			
288490 - Jun 1, 2015 8:30 am - 3:30 pm	6.00	1	5
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			
Pre-AP: Strategies in Science – Creating a Learner-Centered Classroom			
241360 - Jun 2, 3, 2015 8:30 am - 3:30 pm	12.00	9	11
Assessment, Instructional Strategies			
Pre-AP: Strategies in Mathematics - Helping Students Learn Mathematics through Problem Solving			
241362 - Jun 2, 3, 2015 8:30 am - 3:30 pm	12.00	14	21
Assessment, Instructional Strategies			
Heartsaver CPR and AED Training for School Personnel			
245321 - Jun 2, 2015 9:00 am - 12:00 pm	3.00	2	5
CPR			
Heartsaver CPR and AED Training for School Personnel			
245353 - Jun 2, 2015 12:30 pm - 3:30 pm	3.00	2	2
CPR			
Blytheville--Curriculum Development			
277237 - Jun 2, 2015 8:30 am - 3:30 pm	6.00	1	6
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			
Blytheville--Curriculum Development			
288497 - Jun 2, 2015 8:30 am - 3:30 pm	6.00	1	5
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			
Short and Sustained Research in the 6-12 Classroom			
242916 - Jun 3, 2015 8:30 am - 3:30 pm	6.00	9	20
Common Core State Standards, Instructional Strategies			
eSchool Workday			
252883 - Jun 3, 2015 9:00 am - 4:00 pm	6.00	3	3
Non-Curricular			
Marion School District-MHS-Writing across the Curriculum			
254536 - Jun 3, 2015 8:00 am - 12:00 pm	4.00	6	60
Instructional Strategies			
Marion School District-AES-Sum It Up!			
254566 - Jun 3, 2015 8:00 am - 3:00 pm	6.00	2	48
Building a Collaborative Learning Community			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Curriculum Development 288499 - Jun 3, 2015 8:30 am - 3:30 pm	6.00	1	5
Arkansas Content Standards Frameworks,Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies			
Vocabulary Instruction Across the Secondary Classroom 242918 - Jun 4, 2015 8:30 am - 3:30 pm	6.00	11	25
Common Core State Standards,Instructional Strategies			
Communicable Diseases in the School Setting 246599 - Jun 4, 2015 12:30 pm - 3:30 pm	3.00	8	13
Health Physical Activity			
Have devices? What's next? 247789 - Jun 4, 2015 8:30 am - 3:30 pm	6.00	10	17
Educational Technology			
Marion School District-District-CPR 250713 - Jun 4, 2015 8:00 am - 3:30 pm	6.00	2	15
Marion School District-AES-iPad Academy: How to Manage Devices and Integrate Them into Teaching 254570 - Jun 4, 2015 8:00 am - 3:00 pm	6.00	1	17
Educational Technology			
Armored Administrative Meeting 256453 - Jun 4, 2015 12:00 pm - 3:00 pm	0.00	1	2
Blytheville--Curriculum Development 288508 - Jun 4, 2015 9:00 am - 3:00 pm	5.00	1	5
Arkansas Content Standards Frameworks,Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies			
Marion School District-TECH-H.O.T. (Higher Order Thinking) Apps Share and iPad Review 249882 - Jun 5, 2015 8:30 am - 11:30 am	3.00	1	6
Educational Technology			
Assessment and Curriculum Observation 257114 - Jun 5, 2015 8:30 am - 3:30 pm	6.00	2	2
Assessment,Curriculum Alignment			
Osceola North Inservice 257873 - Jun 5, 2015 8:00 am - 3:00 pm	6.00	1	9
Instructional Strategies			
Effective Literacy - Day 8 239898 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	6	17
Common Core State Standards,Instructional Strategies			
China: Between Tradition and the Modern World 241309 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	6	9
Arkansas Content Standards Frameworks,Instructional Strategies			
Cognitively Guided Instruction (CGI) Year 1, Days 1-4 241319 - Jun 8, 9, 10, 11, 2015 8:30 am - 3:30 pm	24.00	5	24
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Accelerate Your Classroom With Free Technology! (hands-on, basic/intermediate) 243394 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	11	26
Advocacy Leadership,Arkansas Content Standards Frameworks,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies			
Cool Tools to Ignite Your Classroom 247356 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	4	13
Educational Technology			
Confronting Death in the School Family 247834 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	17	31
Advocacy Leadership			
Blogging in the Classroom- How to improve your Parent Communication 248970 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	8	16
Educational Technology			
National Board State Funded Scholarship Tips 249668 - Jun 8, 2015 8:30 am - 11:30 am	3.00	3	9
Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Marion School District-TECH-H.O.T. (Higher Order Thinking) Websites 249883 - Jun 8, 2015 8:30 am - 11:30 am	3.00	1	9
Educational Technology			
Marion School District-TECH-Make It and Take It-Get a Jump Start on Next Year 249893 - Jun 8, 2015 12:30 pm - 3:30 pm	3.00	1	7
Educational Technology			
BPS Jr./Sr. High - Social Studies Curriculum Alignment 253412 - Jun 8, 2015 8:00 am - 3:00 pm	6.00	1	6
Curriculum Alignment			
Valley View Schools-Physical Education Curriculum Planning 257424 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	1	5
Curriculum Alignment,Educational Technology			
Valley View Schools-English Curriculum Planning 257427 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	1	6
Common Core State Standards,Curriculum Alignment,Educational Technology			
Valley View Schools-Career & Technical Education Curriculum Planning 263156 - Jun 8, 2015 8:00 am - 3:00 pm	6.00	1	1
Assessment,Instructional Strategies,Parental Involvement			
Valley View Schools-Curriculum Mapping-Social Studies 265447 - Jun 8, 9, 2015 8:00 am - 3:00 pm	12.00	1	2
Curriculum Alignment			
Valley View Schools-Library/Media Workshop 265774 - Jun 8, 9, 2015 8:00 am - 3:00 pm	12.00	1	1
Data Disaggregation, Educational Technology, Instructional Strategies			
Valley View Schools-Special Education Curriculum Planning 266959 - Jun 8, 11, Aug 3, 2015 8:00 am - 11:30 am	6.50	1	1
Curriculum Alignment,Educational Technology			
Blytheville--Math/Technology 287966 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	1	4
Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Curriculum Development			
288514 - Jun 8, 2015 9:00 am - 3:30 pm	5.50	1	5
Arkansas Content Standards Frameworks,Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies			
Effective Literacy - Day 9			
239900 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	5	18
Common Core State Standards,Instructional Strategies			
ELLA Day 9			
240504 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	6	19
Assessment,Classroom Management,Common Core State Standards,Data Disaggregation,Instructional Strategies			
SREB Math Ready Training			
241297 - Jun 9, 10, 11, 2015 8:30 am - 3:30 pm	18.00	22	28
Instructional Leadership,Instructional Strategies			
SREB Literacy Ready Training			
241301 - Jun 9, 10, 11, 2015 8:30 am - 3:30 pm	18.00	37	43
Instructional Leadership,Instructional Strategies			
Gatekeepers Youth Suicide Prevention Awareness and Empowering Our Youth to Resist Bullying Behaviors			
243347 - Jun 9, 2015 8:30 am - 11:30 am	3.00	8	31
Advocacy Leadership,Building a Collaborative Learning Community			
Gatekeepers Youth Suicide Prevention Awareness and Empowering Our Youth to Resist Bullying Behaviors			
243351 - Jun 9, 2015 12:30 pm - 3:30 pm	3.00	9	29
Advocacy Leadership,Building a Collaborative Learning Community			
Accelerate Your Classroom With Free Technology! (hands-on, basic/intermediate)			
243397 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	15	20
Advocacy Leadership,Arkansas Content Standards Frameworks,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies			
Poverty and Learning			
246885 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	13	24
Classroom Management,Instructional Strategies			
419 Business Technology Grade 5-6 Endorsement Training			
247161 - Jun 9, 10, 11, 2015 8:30 am - 3:30 pm	18.00	7	11
Arkansas Content Standards Frameworks,Assessment,Educational Technology,Instructional Strategies,Systemic Change Process			
Google Classroom -- Put it in DRIVE and Enjoy the Ride!			
247373 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	5	17
Educational Technology			
Finding Resources for Disciplinary Literacy in Social Studies for Grades K-4			
247442 - Jun 9, 2015 8:30 am - 11:30 am	3.00	7	12
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Finding Resources for Disciplinary Literacy in Social Studies for Grades 5-8			
247450 - Jun 9, 2015 12:30 pm - 3:30 pm	3.00	8	12
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Marion School District-TECH-Creating Activities on the SMARTBoard to Enrich Curriculum			
249884 - Jun 9, 2015 8:30 am - 11:30 am	3.00	1	5
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District-TECH-H.O.T. (Higher Order Thinking) Websites 249888 - Jun 9, 2015 12:30 pm - 3:30 pm	3.00	1	3
Educational Technology			
Marion School District-MES-Ron Clark in Action! 253151 - Jun 9, 2015 8:00 am - 3:00 pm	6.00	2	15
Classroom Management			
Marion School District-District-Secondary Science Alignment 255946 - Jun 9, 2015 8:00 am - 3:00 pm	6.00	1	4
Curriculum Alignment			
Valley View Schools-Algebra II Curriculum Planning 257429 - Jun 9, 2015 8:00 am - 2:30 pm	6.00	2	3
Common Core State Standards, Curriculum Alignment			
Valley View Schools-Oral Communications/Theater Appreciation Curriculum Planning 257450 - Jun 9, 2015 11:00 am - 5:00 pm	6.00	1	1
Curriculum Alignment			
Valley View Schools-Mathematics Curriculum Planning 258983 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	1	2
Common Core State Standards, Curriculum Alignment, Educational Technology			
Valley View Schools-Implementing Conscious Discipline Across the Curriculum 260392 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	1	10
Instructional Strategies			
Valley View Schools-Curriculum Planning with Reading, Writing, and Social Studies 262650 - Jun 9, 2015 9:00 am - 3:00 pm	6.00	1	2
Common Core State Standards, Curriculum Alignment			
Valley View Schools-Science Curriculum Planning 262835 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	1	2
Assessment, Curriculum Alignment, Educational Technology			
Valley View Schools-Improving Questioning, Discussions & Student Engagement 264436 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	1	3
Blytheville--Curriculum Development 288521 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	1	4
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			
Effective Literacy Day - 10 239904 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	3	15
Common Core State Standards, Instructional Strategies			
ELLA Day 10 240507 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	5	17
Classroom Management, Common Core State Standards, Data Disaggregation, Educational Technology, Instructional Strategies			
1/2 Day Face-to-Face Teacher Required Law and Process 242788 - Jun 10, 2015 8:30 am - 11:30 am	3.00	13	15
Systemic Change Process			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-CPR Recertification 245071 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	1	18
CPR			
CPR and FIRST AID for PARAPROFESSIONALS 245412 - Jun 10, 2015 9:00 am - 1:00 pm	4.00	3	4
CPR,Health Physical Activity			
Science Fun the Spangler Way! 246523 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	12	25
Instructional Strategies			
Learning is not a spectator sport...Let's Play! 247377 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	4	18
Educational Technology			
Regional Advisory Committee, ACE, AEDC and CRESC 247418 - Jun 10, 2015 8:30 am - 4:00 pm	7.00	26	101
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards,Data Disaggregation,Educational Technology,Parental Involvement			
Valley View Schools-Disciplinary Literacy Overview (grades 3-6) 247932 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	1	17
Curriculum Alignment,Instructional Strategies			
Integrating Technology in the Elementary Classroom 248999 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	9	15
Educational Technology			
Marion School District-TECH-BloomBoard Review 249885 - Jun 10, 2015 8:30 am - 11:30 am	3.00	2	14
Educational Technology			
Marion School District-TECH-Creating Activities on the SMARTBoard to Enrich Curriculum 249890 - Jun 10, 2015 12:30 pm - 3:30 pm	3.00	2	5
Educational Technology			
Overview of the AECE Frameworks Curriculum in Early Childhood 257118 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	2	2
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community			
Valley View Schools-English Curriculum Planning 257451 - Jun 10, 2015 12:00 pm - 3:00 pm	3.00	1	3
Common Core State Standards,Curriculum Alignment,Educational Technology			
Valley View Schools-Mathematics Curriculum Planning 257455 - Jun 10, 2015 7:00 am - 1:15 pm	6.00	1	1
Common Core State Standards,Curriculum Alignment,Educational Technology			
ELLA Day 11 240511 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	5	18
Assessment,Classroom Management,Common Core State Standards,Data Disaggregation,Instructional Strategies			
Gatekeepers Youth Suicide Prevention Awareness and Empowering Our Youth to Resist Bullying Behaviors 243354 - Jun 11, 2015 8:30 am - 11:30 am	3.00	12	36
Advocacy Leadership,Building a Collaborative Learning Community			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Gatekeepers Youth Suicide Prevention Awareness and Empowering Our Youth to Resist Bullying Behaviors			
243355 - Jun 11, 2015 12:30 pm - 3:30 pm	3.00	9	19
Advocacy Leadership,Building a Collaborative Learning Community			
Text-Dependent Questions for the 6-12 Classroom			
243467 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	10	22
Common Core State Standards,Instructional Strategies			
Let's Discover Arkansas!			
245126 - Jun 11, 2015 8:30 am - 11:30 am	3.00	7	16
Arkansas History,Educational Technology			
Heartsaver CPR and AED Training for School Personnel			
245372 - Jun 11, 2015 9:00 am - 12:00 pm	3.00	2	2
CPR			
Heartsaver CPR and AED Training for School Personnel			
245373 - Jun 11, 2015 12:30 pm - 3:30 pm	3.00	2	4
CPR			
Might as Well Face It...We're Addicted to Chrome!			
247381 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	6	18
Educational Technology			
Visual Art, Music, Theatre, and Dance: Unpacking the 2014 Fine Arts Framework			
247873 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	18	37
Arkansas Content Standards Frameworks,Common Core State Standards,Curriculum Alignment			
Valley View Schools-Intermediate Technology Workshop (Apple TV, iPad, & Mimio)			
249200 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	1	27
Educational Technology			
Marion School District-TECH-Make It and Take It-Get a Jump Start on Next Year			
249886 - Jun 11, 2015 8:30 am - 11:30 am	3.00	1	8
Educational Technology			
Marion School District-TECH-BloomBoard Review			
249901 - Jun 11, 2015 12:30 pm - 3:30 pm	3.00	1	10
Educational Technology			
Valley View Schools-Drama/Oral Communications Curriculum Planning			
259057 - Jun 11, 2015 9:00 am - 4:00 pm	6.00	1	2
Valley View Schools-Carnegie Mathematics			
257452 - Jun 12, 2015 8:00 am - 3:00 pm	6.00	2	6
Assessment,Educational Technology,Instructional Strategies			
Valley View Schools-Departmental Curriculum Meetings			
263377 - Jun 12, 2015 8:00 am - 2:00 pm	6.00	1	4
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment			
Grades 2-3 Implementing a Comprehensive Literacy Framework: Module 1 - Overview of a Comprehensive Literacy Framework and Literacy Assessment System (2 days)			
239908 - Jun 15, 16, 2015 8:30 am - 3:30 pm	12.00	8	25
Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Close Reading Strategies for the 6-12 Classroom 242924 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	11	23
Common Core State Standards,Instructional Strategies			
Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)- Advanced Training 243048 - Jun 15, 16, 2015 8:30 am - 3:30 pm	12.00	4	6
Assessment			
It's Fun To Be Fit 246734 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	10	26
Health Physical Activity			
The Impoverished Brain 247004 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	18	56
Cognitive Research,Common Core State Standards,Instructional Strategies			
Google, Chrome, and the Chromebook 247348 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	8	16
Educational Technology			
Arkansas K-12 Science Standards (Introduction) 257105 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	2	12
Common Core State Standards,Instructional Strategies			
Valley View Schools-Foreign Language Curriculum Planning 257456 - Jun 15, 2015 9:00 am - 4:00 pm	6.00	1	2
Curriculum Alignment			
Valley View Schools-Counselors-Academic Planning & Program Development 265456 - Jun 15, Jul 23, 2015 8:00 am - 3:30 pm	12.00	1	2
Valley View Schools-Counselor Training & Data Interpretation 266285 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	1	1
Data Disaggregation			
Classroom Management Institute (3 days) 239990 - Jun 16, 17, 18, 2015 8:30 am - 3:30 pm	18.00	12	32
Classroom Management			
Argumentative Writing for grades 6-8 240501 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	8	11
Common Core State Standards			
Heartsaver CPR and AED Training for School Personnel 245374 - Jun 16, 2015 9:00 am - 12:00 pm	3.00	3	5
CPR			
Heartsaver CPR and AED Training for School Personnel 245375 - Jun 16, 2015 12:30 pm - 3:30 pm	3.00	3	4
CPR			
Google Classroom -- Put it in DRIVE and Enjoy the Ride! 247374 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	7	18
Educational Technology			
Informational/Explanatory Writing for Grades 9-12 247464 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	5	7
Assessment,Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-K-2 Technology and More 247625 - Jun 16, 2015 8:30 am - 11:30 am	3.00	1	8
Common Core State Standards,Educational Technology			
Valley View Schools-K-2 Technology and More 247626 - Jun 16, 2015 12:30 pm - 3:30 pm	3.00	1	8
Common Core State Standards,Educational Technology			
Valley View Schools-Closing the World History Gap 248147 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	1	2
Curriculum Alignment			
Developing a Symbaloo Page for Your Classroom 249030 - Jun 16, 2015 8:30 am - 11:30 am	3.00	2	3
Educational Technology			
BPS Sr. High - Secondary Mathematics Curriculum Alignment 254367 - Jun 16, 17, 2015 8:30 am - 3:30 pm	12.00	1	4
Curriculum Alignment			
CRESC Superintendents' Institute - AAEA Updates Session 257428 - Jun 16, 2015 1:00 pm - 2:00 pm	1.00	16	26
Instructional Leadership			
CRESC Superintendents' Institute - TESS/LEADS Updates Session 257431 - Jun 16, 2015 2:00 pm - 3:00 pm	1.00	16	26
Assessment			
CRESC Superintendents' Institute - Teacher Retirement Session 257433 - Jun 16, 2015 3:00 pm - 4:00 pm	1.00	16	26
Instructional Leadership			
CRESC Superintendents' Institute - Immunization Updates Session 257435 - Jun 16, 2015 4:00 pm - 4:30 pm	0.50	16	26
Instructional Leadership			
Valley View Schools-Curriculum Mapping-Social Studies 263310 - Jun 16, 19, Jul 9, 2015 12:30 pm - 3:00 pm	12.00	1	1
Curriculum Alignment			
Valley View Schools-Counselors-Academic Planning & Program Development 266291 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	1	1
Valley View Schools-Curriculum Work 269076 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	1	1
Curriculum Alignment			
Strategies to Enhance Health Education Instruction and Student Learning 240499 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	7	12
Educational Technology,Health Physical Activity,Instructional Leadership,Instructional Strategies			
Using the State Capitol to Teach 244429 - Jun 17, 2015 12:30 pm - 3:30 pm	3.00	6	13
Arkansas History			
Quick and Simple Math Projects 246744 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	12	18
Common Core State Standards,Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Learning is not a spectator sport...Let's Play! 247379 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	6	17
Educational Technology			
Valley View Schools-Geography Curriculum Mapping 248124 - Jun 17, 19, 2015 8:30 am - 3:30 pm	12.00	1	2
Curriculum Alignment			
BPS District - Art Curriculum Alginment 257003 - Jun 17, Jul 8, 2015 8:00 am - 3:00 pm	12.00	1	4
Curriculum Alignment			
CRESC Superintendents' Institute - General Board Meeting 257415 - Jun 17, 2015 5:00 pm - 7:00 pm	2.00	18	19
Private Events			
CRESC Superintendents' Institute - Gatekeepers Youth Suicide Prevention Awareness 257440 - Jun 17, 2015 8:30 am - 10:30 am	2.00	18	28
Building a Collaborative Learning Community			
CRESC Superintendents' Institute - Assessment Session 257443 - Jun 17, 2015 10:45 am - 11:45 am	1.00	18	28
Assessment			
CRESC Superintendents' Institute - TESS and Teacher Fair Dismissal Session 257448 - Jun 17, 2015 1:00 pm - 2:00 pm	1.00	18	28
Assessment			
CRESC Superintendents' Institute - ADE Updates Session 257471 - Jun 17, 2015 2:00 pm - 3:00 pm	1.00	18	28
Instructional Leadership			
CRESC Superintendents' Institute - Moving from a "Quick Fix" to "Continuous Growth" Data Culture Session 257473 - Jun 17, 2015 3:00 pm - 5:00 pm	2.00	18	28
Data Disaggregation			
Valley View Schools-Language Arts & Reading Curriculum Planning 262428 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	1	4
Curriculum Alignment			
Valley View Schools-Fine Arts Curriculum Planning 265585 - Jun 17, 18, 2015 8:30 am - 3:30 pm	6.00	1	2
Curriculum Alignment			
Grammar Bootcamp Syntactic Forms and Functions for SLPs 244634 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	16	33
Common Core State Standards,Instructional Strategies			
Heartsaver CPR and AED Training for School Personnel 245378 - Jun 18, 2015 9:00 am - 12:00 pm	3.00	2	2
CPR			
Heartsaver CPR and AED Training for School Personnel 245380 - Jun 18, 2015 12:30 pm - 3:30 pm	3.00	3	4
CPR			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Might as Well Face It...We're Addicted to Chrome! 247382 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	8	15
Educational Technology			
Valley View Schools-Disciplinary Literacy Implementation (grades 7-9) 247667 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	1	12
Curriculum Alignment, Instructional Strategies			
Valley View Schools-High School Social Studies Curriculum Development 248115 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	1	6
Curriculum Alignment			
Marion School District-District-Fun with Acrylics by Jane Croy 252013 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	1	5
Instructional Strategies			
Poverty and Learning 256746 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	5	7
Classroom Management, Instructional Strategies			
CRESC Superintendents' Institute - Tier I Training 257420 - Jun 18, 2015 8:30 am - 11:30 am	3.00	17	25
Fiscal Management			
CRESC Superintendents' Institute - Licensure Updates Session 257476 - Jun 18, 2015 11:30 am - 1:00 pm	1.50	16	25
Instructional Leadership			
CLASS Days 9 and 10: Argumentative Reading and Writing 243470 - Jun 19, 26, 2015 8:30 am - 3:30 pm	12.00	2	6
Common Core State Standards, Curriculum Alignment, Instructional Strategies			
Valley View Schools-College Algebra Curriculum Planning 257454 - Jun 19, 2015 12:30 pm - 3:30 pm	3.00	1	2
Curriculum Alignment			
Valley View Schools-Spelling Curriculum 257457 - Jun 19, 2015 8:30 am - 12:30 pm	4.00	1	10
Curriculum Alignment, Instructional Strategies			
Valley View Schools-Spelling Curriculum 258984 - Jun 19, 2015 1:00 pm - 3:30 pm	2.50	1	4
Curriculum Alignment, Instructional Strategies			
Valley View Schools-Departmental Curriculum Meetings 263314 - Jun 19, 2015 8:30 am - 3:30 pm	6.00	1	2
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment			
Grades 2-3 Implementing a Comprehensive Literacy Framework: Word Study - Phonics, Spelling, and Vocabulary Instruction (2 days) 239910 - Jun 22, 23, 2015 8:30 am - 3:30 pm	12.00	7	16
Common Core State Standards, Instructional Strategies			
Triand for Counselors/Registrars 240464 - Jun 22, 2015 12:30 pm - 3:30 pm	3.00	10	15
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Cognitively Guided Instruction (CGI) Year 3, Days 1-3 241317 - Jun 22, 23, 24, 2015 8:30 am - 3:30 pm	18.00	8	30
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
Pre-AP: Interdisciplinary Strategies for English and Social Studies 241367 - Jun 22, 23, 2015 8:30 am - 3:30 pm	12.00	16	25
Assessment,Instructional Strategies			
Informational/Explanatory Writing for Grades 6-8 242954 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	6	10
Assessment,Common Core State Standards,Instructional Strategies			
Cognitively Guided Instruction (CGI) Year 1, Days 1-4 244447 - Jun 22, 23, 24, 25, 2015 8:30 am - 3:30 pm	24.00	10	31
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
AIMM Mentor Training (Novice Teacher Mentoring Program) 245473 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	9	19
Mentoring Coaching			
APSCN FMS - Fiscal Year End 246853 - Jun 22, 2015 9:00 am - 12:00 pm	3.00	23	36
Fiscal Management			
Valley View Schools-Implementing Conscious Discipline Across the Curriculum 260404 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	1	7
Instructional Strategies			
Mathematics Design Collaborative (MDC) - Days 1-3 242827 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm	18.00	5	12
Arkansas Content Standards Frameworks,Assessment,Instructional Strategies			
Literacy Design Collaborative (LDC) - Days 1-3 242836 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm	18.00	11	47
Assessment,Common Core State Standards,Instructional Strategies			
Heartsaver CPR and AED Training for School Personnel 245382 - Jun 23, 2015 9:00 am - 12:00 pm	3.00	3	4
CPR			
Heartsaver CPR and AED Training for School Personnel 245385 - Jun 23, 2015 12:30 pm - 3:30 pm	3.00	5	5
CPR			
Valley View Schools-Social Studies Learning Management Software and Instructional Planning 248119 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	1	13
Educational Technology			
Valley View Schools-Science & Social Studies Curriculum Planning 258986 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	1	3
Curriculum Alignment			
Valley View Schools-Curriculum Mapping-Science 263232 - Jun 23, 30, 2015 8:30 am - 2:30 pm	12.00	1	2
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Counselors-A Focus on Graduation Rate & College/Career Readiness 265452 - Jun 23, 2015 9:00 am - 4:00 pm	6.00	1	2
StudentGPS & ASIS for System Administrators & Trainers 242767 - Jun 24, 2015 8:30 am - 11:30 am Educational Technology	3.00	4	5
StudentGPS & ASIS for School Leaders 242772 - Jun 24, 2015 12:30 pm - 3:30 pm Data Disaggregation,Educational Technology,Instructional Leadership	3.00	6	12
CPR and FIRST AID for PARAPROFESSIONALS 245420 - Jun 24, 2015 9:00 am - 1:00 pm CPR,Health Physical Activity	4.00	1	2
40 Minutes of Swell - Elementary Technology and Integration Lessons 245450 - Jun 24, 2015 8:30 am - 3:30 pm Educational Technology,Instructional Strategies	6.00	6	10
Composting and Crafts for Elementary Students 247794 - Jun 24, 2015 8:30 am - 3:30 pm Building a Collaborative Learning Community	6.00	6	11
Valley View Schools-High School Social Studies Curriculum Development 248120 - Jun 24, 2015 8:30 am - 3:30 pm Curriculum Alignment	6.00	1	5
Reading Strategies & Vocabulary Development for Middle and Secondary Classrooms 248907 - Jun 24, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	13	23
Marion School District-AES-Kindergarten CCSS Academy, Month by Month 254559 - Jun 24, 2015 8:00 am - 3:00 pm Common Core State Standards	6.00	1	13
GOOGLE DOCS 257602 - Jun 24, 2015 8:00 am - 11:00 am Instructional Strategies	3.00	1	22
BLYTHEVILLE--Google Apps for Education 257617 - Jun 24, 2015 12:00 pm - 3:00 pm	3.00	1	22
Alcohol and Arkansas: Science, Health, History and Literature 243572 - Jun 25, 2015 8:30 am - 11:30 am Arkansas Content Standards Frameworks,Arkansas History,Common Core State Standards,Instructional Strategies	3.00	15	27
Violence and Bullying: An Arkansas Perspective 243579 - Jun 25, 2015 12:30 pm - 3:30 pm Arkansas Content Standards Frameworks,Arkansas History,Common Core State Standards,Instructional Strategies,Parental Involvement	3.00	13	24
Heartsaver CPR and AED Training for School Personnel 245388 - Jun 25, 2015 9:00 am - 12:00 pm CPR	3.00	2	4
Heartsaver CPR and AED Training for School Personnel 245392 - Jun 25, 2015 12:30 pm - 3:30 pm CPR	3.00	3	3

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Project/Problem Based Learning in Your Classroom 246453 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	9	22
Educational Technology			
Understanding the Recycling Process and the Importance of Contaminant-Free Ecosystems 247486 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	5	10
Building a Collaborative Learning Community			
Valley View Schools-Reading and Writing in the Content Areas (Grades 7-12) 247674 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	1	11
Assessment,Instructional Strategies			
The Natural State: Maintaining Healthy Ecosystems in Arkansas and Worldwide 247491 - Jun 26, 2015 8:30 am - 3:30 pm	6.00	7	12
Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			
Valley View Schools-Mathematics Curriculum Planning 262836 - Jun 26, 2015 8:30 am - 3:30 pm	6.00	1	2
Common Core State Standards,Curriculum Alignment,Educational Technology			
Extending Children's Mathematics, Year 1 - Days 1-4 244325 - Jun 29, 30, Jul 1, 2, 2015 8:30 am - 3:30 pm	24.00	8	27
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
A Little Bit of Technology - a Lot of Learning 245267 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	8	19
Educational Technology			
Special Education and Technology 246556 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	8	15
Educational Technology			
Healthy Schools 247154 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	10	24
Health Physical Activity			
Living Literature: Bringing Books to Life 248624 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	12	36
Building a Collaborative Learning Community,Instructional Strategies,Parental Involvement			
BPS Middle School - Science Curriculum Alignment(4-12) 252527 - Jun 29, 2015 8:00 am - 3:30 pm	6.00	1	9
Curriculum Alignment			
BPS Jr./Sr. High - Science Curriculum Alignment 252528 - Jun 29, 30, 2015 8:00 am - 3:30 pm	12.00	2	9
Curriculum Alignment			
Reading Recovery 253215 - Jun 29, 30, Jul 1, 2015 8:30 am - 3:30 pm	18.00	4	6
Assessment,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
Building Literacy With Art 254104 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	8	14
Instructional Strategies			
Valley View Schools-Spelling Curriculum 258708 - Jun 29, 2015 12:30 pm - 3:30 pm	3.00	1	3
Curriculum Alignment, Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Math and Science Curriculum Workshop			
258709 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	1	6
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment, Instructional Strategies			
Valley View Schools-Chemistry Curriculum Alignment			
258720 - Jun 29, 2015 8:00 am - 3:00 pm	6.00	1	3
Valley View Schools-English Curriculum Planning			
259050 - Jun 29, Jul 1, 2015 9:00 am - 11:30 am	8.50	1	2
Common Core State Standards, Curriculum Alignment, Educational Technology			
Valley View Schools-Counselor Training			
264430 - Jun 29, 2015 12:30 pm - 3:30 pm	3.00	1	1
Data Disaggregation, Educational Technology			
Blytheville--Discipline			
278538 - Jun 29, 2015 8:30 am - 4:30 pm	12.00	1	8
Classroom Management, Instructional Leadership, Parental Involvement			
Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning (2 Days)			
239983 - Jun 30, Jul 1, 2015 8:30 am - 3:30 pm	12.00	18	25
Arkansas Content Standards Frameworks			
Cognitively Guided Instruction (CGI) Year 2, Days 1-4			
241315 - Jun 30, Jul 1, 2, 3, 2015 8:30 am - 3:30 pm	24.00	6	27
Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Cognitive Research, Instructional Strategies, Principles of Learning Developmental Stages			
Gatekeepers Youth Suicide Prevention Awareness and Empowering Our Youth to Resist Bullying Behaviors			
243365 - Jun 30, 2015 8:30 am - 11:30 am	3.00	8	31
Advocacy Leadership, Building a Collaborative Learning Community			
Gatekeepers Youth Suicide Prevention Awareness and Empowering Our Youth to Resist Bullying Behaviors			
243367 - Jun 30, 2015 12:30 pm - 3:30 pm	3.00	12	27
Advocacy Leadership, Building a Collaborative Learning Community			
Teaching Effective Lessons with Picture Books			
244744 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	9	18
Common Core State Standards, Instructional Strategies			
Agriculture Teachers at Greenway Equipment			
247780 - Jun 30, 2015 9:00 am - 1:30 pm	4.00	11	15
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Strategies			
Technology Treasures for Your Classroom: Resources, Activities, Strategies and More			
248292 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	10	15
Building a Collaborative Learning Community, Classroom Management, Educational Technology			
All About Arkansas!			
252088 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	7	11
Arkansas Content Standards Frameworks, Arkansas History			
Gosnell School District - Special Education Due Process Training			
253235 - Jun 30, 2015 8:00 am - 3:00 pm	6.00	1	7

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BPS Elementary - 1st Grade Curriculum Planning 257776 - Jun 30, 2015 11:00 am - 1:00 pm	2.00	1	11
Blytheville--Technology 258457 - Jun 30, 2015 8:30 am - 11:30 am Educational Technology	3.00	1	7
Valley View Schools-Literacy/Social Studies Curriculum Planning 258710 - Jun 30, 2015 12:00 pm - 3:00 pm Common Core State Standards	3.00	1	6
Valley View Schools-Word Study Curriculum 258836 - Jun 30, 2015 8:00 am - 12:00 pm Curriculum Alignment	4.00	1	9
Valley View Schools-Mathematics Curriculum Planning 259032 - Jun 30, 2015 8:00 am - 3:00 pm Common Core State Standards, Curriculum Alignment, Educational Technology	6.00	1	4
Valley View Schools-Career & Technical Education Curriculum Planning 263202 - Jun 30, Jul 27, 2015 1:00 pm - 12:00 pm Assessment, Instructional Strategies, Parental Involvement	3.00	1	1
Valley View Schools-Curriculum Mapping-Fine Arts 263401 - Jun 30, Jul 1, 2015 8:00 am - 12:00 pm Curriculum Alignment	10.00	1	1
What Can I Do With a Chromebook? (Beginner Level) 246608 - Jul 1, 2015 8:30 am - 3:30 pm Educational Technology	6.00	8	14
When Push Comes to Shove in the Science Classroom: Force & Motion Fun! 248430 - Jul 1, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Classroom Management, Instructional Strategies	6.00	5	7
Technology Tools for the Classroom 248848 - Jul 1, 2015 8:30 am - 3:30 pm Educational Technology	6.00	8	18
BPS Middle School - STEM Training 256522 - Jul 1, 2015 8:00 am - 3:30 pm Instructional Strategies	6.00	1	10
Extending Children's Mathematics, Year 1 - Days 1-3 241323 - Jul 6, 7, 8, 2015 8:30 am - 3:30 pm Instructional Strategies	18.00	9	29
Scheduling Workday 241787 - Jul 6, 2015 9:00 am - 4:00 pm Non-Curricular	6.00	1	2
CRESC - Social Studies Summer Professional Development Opportunity 242861 - Jul 6, 2015 8:30 am - 3:30 pm Common Core State Standards, Instructional Leadership, Instructional Strategies	6.00	18	44
40 Minutes of Swell - Elementary Technology and Integration Lessons 245451 - Jul 6, 2015 8:30 am - 3:30 pm Educational Technology, Instructional Strategies	6.00	6	13

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Pine Cones, Play Dough, and Popsicle Sticks: Using everyday items to teach PreK Skills			
254107 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	11	17
Assessment,Instructional Strategies			
PreK Social-Emotional Learning (PreK SEL)			
258518 - Jul 6, 7, 8, 27, 28, 29, Oct 13, Nov 10, 2015 8:30 am - 3:30 pm	48.00	10	23
Classroom Management			
Valley View Schools-Curriculum Mapping-Science			
263221 - Jul 6, 14, 2015 8:00 am - 3:00 pm	12.00	1	2
Curriculum Alignment			
Valley View Schools-Curriculum Mapping-Mathematics			
265462 - Jul 6, 2015 8:00 am - 3:00 pm	6.00	1	1
Curriculum Alignment			
Valley View Schools-Curriculum Mapping-Mathematics			
265734 - Jul 6, 7, 2015 11:00 am - 3:00 pm	6.00	1	1
Curriculum Alignment			
Grades 4-5 Implementing a Comprehensive Literacy Framework: Module 1 - Overview of a Comprehensive Literacy Framework and Literacy Assessment System (2 days)			
239912 - Jul 7, 8, 2015 8:30 am - 3:30 pm	12.00	3	7
Common Core State Standards,Instructional Strategies			
Transitioning to New Arkansas Science Standards: Putting Practices in Place (2 Days)			
239987 - Jul 7, 8, 2015 8:30 am - 3:30 pm	12.00	12	24
Arkansas Content Standards Frameworks			
So Many Picture Books, So Little Time!			
241312 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	17	52
Common Core State Standards			
Text-Dependent Questions			
242900 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	9	14
Common Core State Standards			
K-1 Implementing a Comprehensive Literacy Framework-Overview of a Comprehensive Literacy Framework and Literacy Assessment System			
242993 - Jul 7, 8, 2015 8:30 am - 3:30 pm	12.00	7	27
Assessment,Common Core State Standards,Instructional Strategies			
A Little Bit of Technology - a Lot of Learning			
245270 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	7	14
Educational Technology			
Technology Won't Byte			
246542 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	8	24
Assessment,Classroom Management,Educational Technology,Instructional Strategies			
Business Education CTE Update			
247150 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	15	22
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
Leadership Conference for Administrators			
248252 - Jul 7, 8, 2015 8:00 am - 3:30 pm	12.00	26	75
Advocacy Leadership,Building a Collaborative Learning Community			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Cognitively Guided Instruction (CGI) Year 2, Days 1-4 248296 - Jul 7, 8, 9, 10, 2015 8:30 am - 3:30 pm	24.00	7	26
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
BPS Sr. High - ALICE Crisis Response Training 250877 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	2	44
Non-Curricular			
Valley View Schools-Counselor Training & Data Interpretation 265454 - Jul 7, 2015 8:00 am - 3:00 pm	6.00	1	2
Data Disaggregation			
Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)- Advanced Training 243050 - Jul 8, 9, 2015 8:30 am - 3:30 pm	12.00	5	6
Assessment			
Special Education Law: Survival Kit 243428 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	18	55
Building a Collaborative Learning Community,Common Core State Standards			
Charlie May Simon & Arkansas Diamond Award 243991 - Jul 8, 2015 8:30 am - 11:30 am	3.00	15	26
Instructional Strategies			
Project/Problem Based Learning in Your Classroom 246500 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	12	18
Educational Technology			
Valley View Schools-Jr. High Technology Workday 248303 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	1	19
Educational Technology			
Arkansas Teen Book Award Nominees for 2015 249169 - Jul 8, 2015 12:30 pm - 3:30 pm	3.00	9	12
Advocacy Leadership,Building a Collaborative Learning Community			
Project Based Learning in the Classroom 250227 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	5	13
Instructional Strategies			
Valley View Schools-Counselors-504 Planning & Communicating with Stakeholders 265455 - Jul 8, 2015 8:00 am - 3:00 pm	6.00	1	2
Gradual Release of Responsibility: Student-Centered Strategies for the Science Classroom 239998 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	8	13
Instructional Strategies			
Extending Children's Mathematics, Year 2 - Days 1-4 241320 - Jul 9, 10, 13, 14, 2015 8:30 am - 3:30 pm	24.00	9	16
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
Calibration and Coaching Training - for Administrators 241730 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	4	6
Advocacy Leadership,Educational Technology,Supervision			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Section 504: Survival Kit			
243439 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	10	18
Building a Collaborative Learning Community, Common Core State Standards			
Informative/Explanatory Writing for Grades K-2			
243494 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	11	25
Common Core State Standards, Instructional Strategies			
Valley View Schools-Goggle Drive Computer Tech (Special Education)			
244016 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	1	6
Educational Technology			
Teaching Effective Lessons with Picture Books			
245138 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	14	29
Common Core State Standards			
Valley View Schools-Reading and Writing in the Content Areas (Grades 7-12)			
247676 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	1	4
Assessment, Instructional Strategies			
Deeper Learning with Digital Tools			
248286 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	9	17
Assessment, Common Core State Standards, Educational Technology, Instructional Strategies			
Starter Training for Newcomers to Classroom Aquaculture			
254143 - Jul 9, 2015 8:30 am - 10:30 am	2.00	6	9
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Common Core State Standards, Instructional Strategies			
Advanced training for Extraordinary Use of Classroom Aquaculture			
254145 - Jul 9, 2015 11:00 am - 2:00 pm	3.00	6	10
Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Common Core State Standards, Instructional Strategies			
Bay PBIS Workshop			
254494 - Jul 9, 2015 8:30 am - 11:30 am	3.00	1	6
Non-Curricular			
Technology (Google) Team Meeting			
258206 - Jul 9, 2015 9:00 am - 12:30 pm	3.50	1	17
Educational Technology			
Valley View Schools-Fifth Grade Science Curriculum Planning			
262837 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	1	2
Curriculum Alignment			
Valley View Schools-Coaches Clinic			
263213 - Jul 10, 2015 8:00 am - 3:00 pm	6.00	1	11
Health Physical Activity			
Valley View Schools-Mathematics Curriculum Planning			
263241 - Jul 10, 2015 7:00 am - 1:00 pm	6.00	1	3
Common Core State Standards, Curriculum Alignment, Educational Technology			
Grades 4-5 Implementing a Comprehensive Literacy Framework: Module 2 - Word Study: Phonics, Spelling, and Vocabulary Instruction (2 days)			
239916 - Jul 13, 14, 2015 8:30 am - 3:30 pm	12.00	8	17
Common Core State Standards, Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Scheduling Workday			
241790 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	2	3
Non-Curricular			
Multi-Media Projects			
243212 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	14	29
Arkansas Content Standards Frameworks,Arkansas History,Educational Technology,Instructional Strategies			
Implementing a Comprehensive Literacy Framework 2-Day Event- Overview of a Comprehensive Literacy Framework and Literacy Assessment System for Grades 6-8			
243463 - Jul 13, 14, 2015 8:30 am - 3:30 pm	12.00	5	7
Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
Multisensory Structured Language Education (MSLE) Training, Year 1 (Days 1-5)			
248386 - Jul 13, 14, 15, 16, 17, 2015 8:30 am - 3:30 pm	30.00	16	19
Assessment,Building a Collaborative Learning Community,Instructional Strategies			
Reading Recovery			
253218 - Jul 13, 14, 15, 2015 8:30 am - 3:30 pm	18.00	4	7
Assessment,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
MSD Leadership Team Meeting			
258607 - Jul 13, 2015 10:00 am - 1:00 pm	3.00	1	16
Supervision			
K-5 Administrative Meeting			
258611 - Jul 13, 2015 1:00 pm - 3:00 pm	2.00	1	4
Supervision			
Valley View Schools-Curriculum Mapping-Fine Arts			
263169 - Jul 13, 14, 2015 8:00 am - 3:00 pm	12.00	1	1
Curriculum Alignment			
Valley View Schools-Kindergarten Workshop			
263404 - Jul 13, 2015 8:00 am - 2:00 pm	6.00	1	12
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment, Data Disaggregation, Educational Technology, Parental Involvement			
Scheduling Workday			
241791 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	2	2
Non-Curricular			
Transitioning to New Science Standards: Targeted Support for Elementary Teachers			
242984 - Jul 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00	10	16
Arkansas Content Standards Frameworks			
Creating Online Content			
243216 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	12	30
Arkansas Content Standards Frameworks,Arkansas History,Educational Technology,Instructional Strategies			
FACS Update			
245875 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	17	19
Arkansas Content Standards Frameworks,Assessment,Classroom Management,Data Disaggregation,Instructional Strategies,Parental Involvement			
BPS Jr. High - ALICE Crisis Response Training			
251917 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	1	34

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District-Tech-Using Excel Your Students (Excel Basics) 255697 - Jul 14, 2015 8:30 am - 11:30 am	3.00	1	7
Educational Technology			
Marion School District-Tech-Excelling in Excel (Intermediate/Advanced) 255701 - Jul 14, 2015 12:30 pm - 3:30 pm	3.00	1	7
Educational Technology			
Valley View Schools-Intermediate PBIS Workshop for Grades 3-6 256504 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	1	13
Building a Collaborative Learning Community, Classroom Management			
PCM 257487 - Jul 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00	1	8
Non-Curricular			
Blytheville--Curriculum Alignment 278238 - Jul 14, 2015 1:00 pm - 4:00 pm	3.00	1	7
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
So Many Books, So Little Time! 243138 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	21	90
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
Flipped Classrooms 243219 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	11	25
Arkansas History, Educational Technology, Instructional Strategies			
Fractured Fractions for grades 3, 4, and 5 245564 - Jul 15, 2015 8:30 am - 11:30 am	3.00	6	16
Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
Creating an Engaging Google Classroom 246714 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	17	40
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Common Core State Standards, Educational Technology			
Special Education and Technology 254387 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	12	14
Educational Technology			
Marion School District-Tech-STEM Resources for Your Classroom 255708 - Jul 15, 2015 8:30 am - 11:30 am	3.00	1	4
Educational Technology			
Marion School District-Tech-Creating Movies in the Common Core Classroom 255716 - Jul 15, 2015 12:30 pm - 3:30 pm	3.00	1	7
Educational Technology			
The Modern Workplace 256400 - Jul 15, 16, 2015 8:30 am - 3:30 pm	6.00	11	13
Building a Collaborative Learning Community, Instructional Leadership, Instructional Strategies			
Valley View Schools-Jr. High Science Standard Alignment & Test Prep for Benchmark 256506 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	1	5
Assessment, Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BPS District - Administrators Tier II Fiscal Training 258514 - Jul 15, 2015 1:00 pm - 3:00 pm	2.00	1	10
Fiscal Management			
MDC Preview 259310 - Jul 15, 2015 8:30 am - 10:30 am	2.00	1	5
Assessment,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
Blytheville--Curriculum Alignment 278263 - Jul 15, 2015 1:00 pm - 4:00 pm	3.00	1	5
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Discipline with Dignity 285445 - Jul 15, 2015 8:00 am - 3:00 pm	6.00	1	7
Classroom Management			
Where Do We Go? MDC and Beyond!! 242906 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	6	19
Assessment,Common Core State Standards,Instructional Strategies			
Differentiation in the Secondary Classroom 242940 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	9	18
Assessment,Common Core State Standards,Instructional Strategies			
Diving Into the Reading for Information Standards from CCSS 243186 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	14	57
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Valley View Schools-Goal Writing (Self-Contained) 244021 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	1	4
Curriculum Alignment			
Addressing the Five Essential Components of Effective Reading through Word Study 246648 - Jul 16, 2015 8:30 am - 11:30 am	3.00	9	10
Arkansas Content Standards Frameworks,Instructional Strategies			
Valley View Schools-Disciplinary Literacy Introduction (grades K-2) 247635 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	1	26
Curriculum Alignment,Instructional Strategies			
Technology, Project-based Learning, and CGI in the Math Classroom 248107 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	10	21
Curriculum Alignment,Educational Technology,Instructional Strategies			
Marion School District-Tech-STEM Resources for Your Classroom 255709 - Jul 16, 2015 12:30 pm - 3:30 pm	3.00	1	1
Educational Technology			
Marion School District-Tech-Photo Editing to Complement Student Projects 255713 - Jul 16, 2015 8:30 am - 11:30 am	3.00	1	5
Educational Technology			
BPS District - District Initiatives and Programs for 2015-16 for Administrators 258259 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	1	8
Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Instructional Leadership			
Valley View Schools-Carnegie Mathematics 259035 - Jul 16, 2015 8:00 am - 3:00 pm	6.00	2	3
Assessment,Educational Technology,Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Departmental Curriculum Meetings			
263225 - Jul 16, 2015 8:00 am - 2:00 pm	6.00	1	4
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment			
Valley View Schools-Curriculum Mapping-Science			
263226 - Jul 16, 30, 2015 8:00 am - 2:00 pm	12.00	1	2
Curriculum Alignment			
Blytheville--CEIS			
278654 - Jul 16, 2015 9:00 am - 1:00 pm	4.00	1	6
Assessment,Building a Collaborative Learning Community,Non-Curricular,Parental Involvement			
willSub Training			
259014 - Jul 17, 2015 8:30 am - 10:30 am	2.00	1	15
Non-Curricular			
Valley View Schools-Kindergarten Curriculum Alignment			
263413 - Jul 17, 2015 8:00 am - 2:00 pm	6.00	1	11
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment			
Valley View Schools-Second Grade Curriculum Workshop			
265821 - Jul 17, 18, 2015 8:00 am - 3:00 pm	12.00	1	10
Curriculum Alignment			
Blytheville--Health & Wellness			
269670 - Jul 17, 2015 9:00 am - 3:00 pm	2.00	1	11
Health Physical Activity			
K-1 Implementing a Comprehensive Literacy Framework, Module 2-Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction (2 days)			
243024 - Jul 20, 21, 2015 8:30 am - 3:30 pm	12.00	10	20
Common Core State Standards,Instructional Strategies			
AIMM Mentor Training (Novice Teacher Mentoring Program)			
245475 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	14	16
Mentoring Coaching			
Transition Toolkit Training			
245575 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	9	14
Assessment			
Making PowerPoint Work for Your Special Needs Students			
247803 - Jul 20, 2015 8:30 am - 11:30 am	3.00	7	11
Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
Making PowerPoint Work for Your Special Needs Students			
247804 - Jul 20, 2015 12:30 pm - 3:30 pm	3.00	2	3
Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
Fractions 3-6: Using a Problem Solving Approach			
247931 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	8	17
Common Core State Standards,Instructional Strategies			
Marion School District-Tech-Using Excel Your Students (Excel Basics)			
255699 - Jul 20, 2015 8:30 am - 11:30 am	3.00	1	2
Educational Technology			
Marion School District-Tech-Excelling in Excel (Intermediate/Advanced)			
255703 - Jul 20, 2015 12:30 pm - 3:30 pm	3.00	1	3

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Literacy Planning 258987 - Jul 20, 2015 12:30 pm - 3:30 pm	3.00	1	3
Common Core State Standards			
Valley View Schools-Admin Meeting (Testing, In-Service Planning, Panic Button Law, Whistle Blower Law, ACT Aspire Overview, Traffic Planning) 259046 - Jul 20, 2015 9:00 am - 11:00 am	2.00	1	10
Blytheville--Ron Clark Strategies in the School & Classroom 285471 - Jul 20, 2015 8:30 am - 11:30 am	3.00	1	20
Classroom Management,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement,Principles of Learning Developmental Stages,Supervision			
CRESC Tier 1 Fiscal Management Training and 2015 Legislative Updates 241313 - Jul 21, 2015 8:30 am - 11:30 am	3.00	27	126
Fiscal Management,Health Physical Activity			
Registration Training 241793 - Jul 21, 2015 9:00 am - 4:00 pm	6.00	7	8
Non-Curricular			
Literacy Design Collaborative (LDC) Revisited 242978 - Jul 21, 22, 2015 8:30 am - 3:30 pm	12.00	4	10
Common Core State Standards,Curriculum Alignment,Instructional Strategies			
Understanding TESS and BloomBoard as a Teacher 244531 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	15	27
Building a Collaborative Learning Community,Data Disaggregation			
CRESC GT Coordinators Professional Development 248021 - Jul 21, 22, 23, 2015 8:30 am - 3:30 pm	18.00	16	21
Assessment,Curriculum Alignment			
Gatekeepers Youth Suicide Prevention Awareness and Drug Awareness 249434 - Jul 21, 2015 12:30 pm - 3:30 pm	3.00	13	54
Building a Collaborative Learning Community			
Valley View Schools-Simplified Lesson Planning with Planbook.com/Class Management using ClassDojo.com 250848 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	1	20
Educational Technology			
BPS Middle School - ALICE Crisis Response Training 251918 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	1	34
PCM 256711 - Jul 21, 22, 23, 2015 8:30 am - 11:30 am	18.00	3	10
Non-Curricular			
Valley View Schools-Literacy Planning 258973 - Jul 21, 2015 8:00 am - 2:00 pm	6.00	1	7
Common Core State Standards			
Valley View Schools-Reading Curriculum Planning Workshop 258974 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	1	2
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
ADE 2015-16 Testing Info Webinar			
259024 - Jul 21, 2015 8:45 am - 10:45 am	2.00	1	4
Assessment			
Project WET/WOW/Aquatic WILD Wetland Themed Workshop			
235258 - Jul 22, 2015 9:00 am - 3:00 pm	6.00	6	10
Instructional Strategies			
Short and Sustained Research K-5			
239922 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	4	15
Common Core State Standards,Instructional Strategies			
Science Notebooking (2 Days)			
239994 - Jul 22, 2015 8:30 am - 3:30 pm	12.00	10	19
Arkansas Content Standards Frameworks,Common Core State Standards			
Calibration and Coaching Training - for Administrators			
241570 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	8	24
Advocacy Leadership,Educational Technology,Supervision			
Registration Training			
241795 - Jul 22, 2015 9:00 am - 4:00 pm	6.00	4	6
Non-Curricular			
BPS District - Dyslexia Intervention Training(K-12)			
253744 - Jul 22, 2015 8:00 am - 3:30 pm	6.00	1	22
Instructional Strategies			
Valley View Schools-Special Education Workshop (Due Process, timeline requirements, initial and re-evaluations procedures)			
259042 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	1	17
Assessment,Building a Collaborative Learning Community			
Informative/Explanatory Writing for Grades 3-5			
239926 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	8	16
Common Core State Standards,Instructional Strategies			
DIBELS/DIBELS Next: Data Driven Decision Making			
242998 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	7	20
Assessment,Data Disaggregation,Instructional Strategies			
CRESC APSCN FMS Cycle 8			
257396 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	12	15
Non-Curricular			
Valley View Schools-Technology Day			
263206 - Jul 23, 24, 2015 12:30 pm - 3:30 pm	6.00	1	2
Educational Technology			
Valley View Schools-Special Education Transition Workshop			
263424 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	1	2
Valley View Schools-Grant Writing Workshop			
263462 - Jul 23, 2015 8:00 am - 3:00 pm	6.00	1	4
Valley View Schools-Curriculum Mapping-Mathematics			
265459 - Jul 23, 2015 9:30 am - 4:00 pm	6.00	1	1
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Math Leadership 287967 - Jul 23, 2015 8:30 am - 6:30 pm	6.00	1	2
Curriculum Alignment, Instructional Leadership			
Valley View Schools-Planning and Preparing Curriculum and Instructional Materials 265528 - Jul 24, 2015 8:00 am - 4:30 pm	7.50	1	1
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment			
Blytheville--New Tech Network 271282 - Jul 24, 2015 8:00 am - 5:00 pm	32.00	1	38
Common Core State Standards, Instructional Leadership, Instructional Strategies, Systemic Change Process			
Implementing a Comprehensive Literacy Framework for Grades 6-8 Module 2-- Word Study: Orthography, Morphology, and Vocabulary Instruction 243465 - Jul 27, 28, 2015 8:30 am - 3:30 pm	12.00	1	1
Common Core State Standards,Instructional Strategies			
TESS and BloomBoard for Super Users 244620 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	13	26
Building a Collaborative Learning Community,Educational Technology			
Gatekeepers Youth Suicide Prevention Awareness and Empowering Our Youth to Resist Bullying Behaviors 247178 - Jul 27, 2015 12:30 pm - 3:30 pm	3.00	9	24
Advocacy Leadership,Building a Collaborative Learning Community			
Bonding With Your High School Science Students! 247384 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	7	12
Arkansas Content Standards Frameworks,Instructional Strategies			
Google Classroom and Forms 248364 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	7	17
Assessment,Educational Technology,Instructional Strategies			
BPS Elementary - ACT 1185 253294 - Jul 27, 2015 8:00 am - 3:30 pm	6.00	1	59
Curriculum Alignment			
BPS Middle School - ACT 1185 253295 - Jul 27, 2015 8:00 am - 3:30 pm	6.00	1	38
Curriculum Alignment			
BPS Jr. High - ACT 1185 253296 - Jul 27, 2015 8:00 am - 3:30 pm	6.00	1	39
Curriculum Alignment			
BPS Sr. High - ACT 1185 253297 - Jul 27, 2015 8:00 am - 3:30 pm	6.00	1	29
Curriculum Alignment			
Marion School District-Admin-Tier I and Tier II 255852 - Jul 27, 2015 9:00 am - 11:00 am	2.00	1	34
Fiscal Management,Supervision			
OHS Super Teacher Training 259861 - Jul 27, 2015 8:00 am - 5:00 pm	6.00	2	26
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-First Grade Curriculum Workshop 262752 - Jul 27, 2015 8:30 am - 3:30 pm	12.00	1	10
Arkansas Content Standards Frameworks, Arkansas History, Curriculum Alignment			
Valley View Schools-Curriculum Planning-Drivers Education 263247 - Jul 27, 2015 8:00 am - 3:00 pm	6.00	1	2
Valley View Schools-Curriculum Mapping-Literacy 263452 - Jul 27, 2015 11:00 am - 2:30 pm	6.50	1	1
Curriculum Alignment			
Blytheville--Child Maltreatment Recognition Training. 285048 - Jul 27, 2015 7:30 am - 8:30 am	1.00	1	5
Assessment, Non-Curricular			
A Closer Look at the Common Core Reading Standards 239929 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	5	6
Common Core State Standards,Instructional Strategies			
Athletic Coaches Institute - 3 Days at ASU 241379 - Jul 28, 29, 30, 2015 8:00 am - 3:30 pm	18.00	13	35
Health Physical Activity,Instructional Strategies			
StudentGPS & ASIS for System Administrators & Trainers 242769 - Jul 28, 2015 8:30 am - 11:30 am	3.00	9	18
Educational Technology			
StudentGPS & ASIS for School Leaders 242773 - Jul 28, 2015 12:30 pm - 3:30 pm	3.00	5	11
Data Disaggregation,Educational Technology,Instructional Leadership			
Building Integer Concepts and Operations Conceptually With Deeper Understanding 242892 - Jul 28, 29, 2015 8:30 am - 3:30 pm	12.00	7	9
Common Core State Standards,Instructional Strategies			
Understanding TESS and BloomBoard as a Teacher 244600 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	13	32
Building a Collaborative Learning Community,Data Disaggregation			
Student Driven Transition Planning 245578 - Jul 28, 2015 8:30 am - 11:30 am	3.00	6	12
Curriculum Alignment,Instructional Strategies			
Preparing Middle School Students As They Consider Going to College 245674 - Jul 28, 2015 12:30 pm - 3:30 pm	3.00	2	4
Instructional Strategies			
Valley View Schools-K-2 Technology and More 247627 - Jul 28, 2015 8:30 am - 11:30 am	3.00	1	11
Common Core State Standards,Educational Technology			
Valley View Schools-K-2 Technology and More 247629 - Jul 28, 2015 12:30 pm - 3:30 pm	3.00	1	12
Common Core State Standards,Educational Technology			
ESL Workshop 247979 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	10	19
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BPS Elementary School - ALICE Crisis Response Training 251920 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	1	73
Marion School District-Elementary-Nonviolent Crisis Intervention, Instructor Planning K-5 256665 - Jul 28, 2015 8:00 am - 12:00 pm	4.00	1	3
Classroom Management			
Blytheville--NO TEACHER LEFT BEHIND 259381 - Jul 28, 2015 8:00 am - 3:00 pm	7.00	2	15
Building a Collaborative Learning Community, Classroom Management, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
OHS Super Teacher Training 259871 - Jul 28, 2015 8:00 am - 5:00 pm	8.00	2	26
Instructional Strategies			
Blytheville--ACADEMIC IMPROVEMENT PLAN 284934 - Jul 28, 2015 9:00 am - 10:30 am	1.50	3	12
Arkansas Content Standards Frameworks, Classroom Management, Common Core State Standards, Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process			
Blytheville--Technology 285389 - Jul 28, 2015 8:30 am - 11:30 am	3.00	1	15
Educational Technology			
Vocabulary K-3 239933 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	12	14
Common Core State Standards, Instructional Strategies			
Attendance Training 241798 - Jul 29, 2015 9:00 am - 4:00 pm	6.00	4	6
Non-Curricular			
1/2 Day Face-to-Face Teacher Required Law and Process 242808 - Jul 29, 2015 8:30 am - 11:30 am	3.00	13	43
Systemic Change Process			
Introduction to Coding in the Classroom 245466 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	4	5
Educational Technology			
Civic Education: Promoting Civic Engagement in the Social Studies Classroom 247994 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	11	14
Arkansas Content Standards Frameworks, Instructional Strategies, Parental Involvement			
BPS District - Special Education Annual Training 253404 - Jul 29, 30, 2015 8:30 am - 3:00 pm	12.00	1	20
BloomBoard for Teachers 253973 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	14	29
Building a Collaborative Learning Community			
OHS Super Teacher Training 259875 - Jul 29, 2015 8:00 am - 5:00 pm	8.00	2	27
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Equity Squared Workshop 262918 - Jul 29, 2015 1:00 pm - 4:00 pm Non-Curricular	3.00	2	26
Blytheville--Behavior Management Training 269316 - Jul 29, 2015 9:00 am - 4:00 pm Classroom Management, Instructional Leadership, Principles of Learning Developmental Stages	6.00	2	21
Picture Book Science and the 5E Model of Instruction 239996 - Jul 30, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Instructional Strategies	6.00	10	14
Attendance Training 241799 - Jul 30, 2015 9:00 am - 4:00 pm Non-Curricular	6.00	3	3
Argumentative Writing in Grades 9-12 242946 - Jul 30, 2015 8:30 am - 3:30 pm Assessment, Common Core State Standards, Instructional Strategies	6.00	3	3
CRESC Back to School Nurses' Workshop 245109 - Jul 30, 2015 8:30 am - 3:30 pm Assessment, Health Physical Activity	6.00	14	38
"Entertaining" Personal Finance: Teaching and Learning with Music and Video 245850 - Jul 30, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Arkansas History, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Strategies	6.00	7	10
Making a Move! A Multi Sensory Approach to Teaching 248051 - Jul 30, 2015 8:30 am - 11:30 am Classroom Management, Instructional Strategies	3.00	9	18
Making a Move! A Multi Sensory Approach to Teaching 248052 - Jul 30, 2015 12:30 pm - 3:30 pm Classroom Management, Instructional Strategies	3.00	3	6
Marion School District-SPED-A New Year, A Great Year 250764 - Jul 30, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	1	38
Gosnell School District - Special Education Due Process Training 253243 - Jul 30, 31, 2015 8:00 am - 3:00 pm	12.00	1	7
Marion School District-Transportation-State Mandated School Bus Driver Inservice 253988 - Jul 30, 2015 9:00 am - 12:00 pm Non-Curricular	3.00	1	7
OHS Super Teacher Training 259877 - Jul 30, 2015 8:00 am - 5:00 pm Instructional Strategies	8.00	2	25
Valley View Schools-Library/Media Workshop 262439 - Jul 30, 2015 8:30 am - 2:30 pm Data Disaggregation, Educational Technology, Instructional Strategies	6.00	1	5
Valley View Schools-Physical Education Curriculum Planning 263209 - Jul 30, 2015 8:00 am - 3:00 pm Curriculum Alignment, Educational Technology	6.00	1	2

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Technology Day 263308 - Jul 30, 2015 8:00 am - 12:00 pm	4.00	1	1
Educational Technology			
Heartsaver CPR and AED Training for School Personnel 262496 - Jul 31, 2015 8:30 am - 11:30 am	3.00	2	2
CPR			
Marion School District-District-New Licensed Employee Orientation 252008 - Aug 3, 2015 8:30 am - 11:30 am	3.00	1	35
Non-Curricular			
Marion School District-District-New Classified Employee Orientation 252009 - Aug 3, 2015 12:30 pm - 3:30 pm	3.00	1	1
Non-Curricular			
Marion School District-TECH-New Licensed Employee Technology Orientation 252010 - Aug 3, 2015 12:30 pm - 3:30 pm	3.00	1	36
Non-Curricular			
Marion School District-Elementary-Nonviolent Crisis Intervention 255661 - Aug 3, 2015 8:00 am - 3:00 pm	6.00	1	32
Non-Curricular			
Classroom Management Institute (3 days) 255726 - Aug 3, 4, 5, 2015 8:30 am - 3:30 pm	18.00	16	30
Classroom Management			
Marion School District-MJHS-Secondary Math Alignment 256274 - Aug 3, 2015 8:00 am - 3:00 pm	6.00	2	16
Curriculum Alignment			
Blytheville--Special Education Workshop 259259 - Aug 3, 2015 8:00 am - 3:30 pm	6.50	1	98
Classroom Management, Instructional Leadership, Instructional Strategies			
Blytheville--CO-TEACHING 259935 - Aug 3, 2015 12:30 pm - 3:30 pm	3.00	1	21
Instructional Leadership, Instructional Strategies			
Bay Active Shooter Training 260335 - Aug 3, 2015 8:00 am - 3:00 pm	6.00	1	20
Valley View Schools-English Curriculum Planning 262171 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	1	1
Common Core State Standards, Curriculum Alignment, Educational Technology			
Valley View Schools-Positive Behavior Intervention Support (PBIS) 262379 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	1	8
Data Disaggregation, Parental Involvement, Systemic Change Process			
Valley View Schools-Literacy Planning 263244 - Aug 3, 2015 2:00 pm - 8:00 pm	6.00	1	2
Common Core State Standards			
Valley View Schools-Science Curriculum Planning 269974 - Aug 3, 2015 8:00 am - 4:00 pm	6.00	1	1
Assessment, Curriculum Alignment, Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Parental Involvement 285506 - Aug 3, 2015 9:00 am - 3:00 pm	6.00	1	8
Parental Involvement			
Valley View Schools-Foreign Language Curriculum Planning 285587 - Aug 3, 7, 9, 2015 8:30 am - 4:00 pm	12.00	1	2
Curriculum Alignment			
Valley View Schools-Planning and Preparing Curriculum and Instructional Materials 289051 - Aug 3, 4, 5, 6, 2015 8:00 am - 12:00 pm	24.00	1	1
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment			
1/2 Day Face-to-Face Teacher Required Law and Process 242811 - Aug 4, 2015 8:30 am - 11:30 am	3.00	12	30
Systemic Change Process			
Marion School District-District-CPR 250714 - Aug 4, 2015 8:00 am - 3:30 pm	6.00	1	25
Blytheville--Barton Reading & Spelling Program 252080 - Aug 4, 2015 8:00 am - 4:00 pm	8.00	1	8
Instructional Leadership, Instructional Strategies			
Bay PBIS Workshop Session 2 254507 - Aug 4, 2015 8:30 am - 11:30 am	3.00	1	8
Blytheville--Curriculum Alignment 277231 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	1	10
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Technology 284948 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	1	43
Educational Technology			
What Do I Do After I DIBEL? 249774 - Aug 5, 2015 8:30 am - 11:30 am	3.00	7	10
Assessment			
Digital Assessments & Performance Tasks using Google Apps 252941 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	7	10
Assessment,Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
Marion School District-AES-"The Leader in Me" Book Study and Reflection 254563 - Aug 5, 2015 8:00 am - 3:00 pm	6.00	2	51
Advocacy Leadership			
Marion School District-District-Literacy Alignment 255914 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	1	23
Curriculum Alignment			
Marion School District-District-Social Studies Alignment 256017 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	2	15
Curriculum Alignment			
1/2 Day Face-to-Face Teacher Required Law and Process 263055 - Aug 5, 2015 12:00 pm - 3:00 pm	3.00	1	24
Systemic Change Process			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--CEIS			
269714 - Aug 5, 2015 9:00 am - 4:30 pm	6.50	1	6
Assessment,Building a Collaborative Learning Community,Non-Curricular,Parental Involvement			
Blytheville--Classroom Management			
272272 - Aug 5, 2015 8:00 am - 3:00 pm	6.00	1	22
Classroom Management, Instructional Leadership, Instructional Strategies			
Blytheville--Technology			
284967 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	1	41
Educational Technology			
Marion School District-AES-District Breakfast and Briefing/Kahoot! and Kick Start to a Great School Year!			
256081 - Aug 6, 2015 8:00 am - 3:00 pm	6.00	1	49
Instructional Strategies			
Marion School District-Secondary-Breakfast/Building Level Procedures and Expectations			
256101 - Aug 6, 2015 8:00 am - 3:30 pm	6.00	3	169
Building a Collaborative Learning Community			
Marion School District-MIS-Back to School Day 1			
256602 - Aug 6, 2015 8:00 am - 3:00 pm	6.00	1	36
Classroom Management			
Marion School District-Welcome Back			
258014 - Aug 6, 2015 8:00 am - 3:00 pm	6.00	2	47
Building a Collaborative Learning Community			
ECERS (Early Childhood Environmental Rating Scale) Refresher			
259516 - Aug 6, 2015 9:00 am - 12:00 pm	3.00	7	13
Classroom Management			
ABC COPA Technology Training			
259523 - Aug 6, 2015 1:00 pm - 4:00 pm	3.00	6	13
Educational Technology			
Osceola New Teacher Orientation			
259938 - Aug 6, 2015 8:00 am - 3:30 pm	6.00	2	32
Classroom Management, Instructional Strategies			
Child Nutrition ZOOM			
260450 - Aug 6, 2015 12:45 pm - 4:00 pm	3.00	1	1
Non-Curricular			
Valley View Schools-TESS Professional Development Planning			
262383 - Aug 6, 2015 10:00 am - 12:00 pm	2.00	1	15
Instructional Leadership			
Valley View Schools-Technology Day			
263230 - Aug 6, 2015 8:00 am - 3:00 pm	6.00	1	2
Educational Technology			
Valley View Schools-Foreign Language Curriculum Planning			
263252 - Aug 6, 2015 8:00 am - 3:00 pm	6.00	1	2
Curriculum Alignment			
Heartsaver CPR and AED Training for School Personnel			
267785 - Aug 6, 2015 9:00 am - 12:00 pm	3.00	2	2
CPR			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Classroom Strategies/Leadership/Management; Assessment 272278 - Aug 6, 2015 8:00 am - 3:00 pm	6.00	1	22
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Blytheville--Personal Care Para Training 278649 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	1	10
Health Physical Activity,Non-Curricular			
Blytheville--Personal Care Para Training 278653 - Aug 6, 2015 11:30 am - 12:30 pm	1.00	1	12
Health Physical Activity,Non-Curricular			
Blytheville--Technology 284987 - Aug 6, 2015 8:30 pm - 8:45 pm	6.00	1	39
Educational Technology			
AIMM Mentor Training (Novice Teacher Mentoring Program) 245478 - Aug 7, 2015 8:30 am - 3:30 pm	6.00	13	31
Mentoring Coaching			
Marion School District-Elementary-A Framework for Understanding Poverty 255774 - Aug 7, 2015 8:30 am - 3:30 pm	6.00	3	136
Instructional Strategies			
Marion School District-Secondary-Best Practices 256106 - Aug 7, 2015 8:00 am - 3:00 pm	6.00	2	163
Instructional Strategies			
ACSIP: Statewide Field Test Training 257217 - Aug 7, 2015 8:30 am - 4:00 pm	6.00	14	33
Advocacy Leadership,Fiscal Management			
Grant Writing for Career & Technical State Start-Up Proposals 258389 - Aug 7, 2015 8:30 am - 3:30 pm	6.00	4	4
Arkansas Content Standards Frameworks			
OHS Super Teacher Training 259934 - Aug 7, 2015 8:30 am - 3:30 pm	6.00	1	10
Instructional Strategies			
Blytheville--New Teacher Orientation 260549 - Aug 7, 2015 8:00 am - 3:00 pm	6.00	2	54
Building a Collaborative Learning Community,Educational Technology,Instructional Leadership,Instructional Strategies			
Valley View Schools-Foreign Language Curriculum Planning 263249 - Aug 7, 2015 10:00 am - 4:30 pm	6.00	1	2
Curriculum Alignment			
Blytheville--CPR/AED/FA 278648 - Aug 7, 2015 8:30 am - 3:30 pm	3.00	1	16
Health Physical Activity			
Blytheville--Leadership Team 284939 - Aug 7, 2015 9:00 am - 4:00 pm	7.00	1	8
Instructional Leadership			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BPS District - Beginning of Year Prof. Dev. Day 1 252272 - Aug 10, 2015 8:00 am - 3:30 pm	6.00	1	176
Marion School District-Elementary-Nonviolent Crisis Intervention 255662 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	1	22
Non-Curricular			
Marion School District-AES-Procedures! Procedures! Procedures! 256083 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	1	34
Building a Collaborative Learning Community			
Marion School District-Secondary-Highly Effective Questioning Techniques 256103 - Aug 10, 2015 8:00 am - 3:30 pm	6.00	3	163
Instructional Strategies			
Marion School District-MIS-Teacher and Cluster Planning Day 256606 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	1	32
Curriculum Alignment			
Marion School District-Building an Effective Community 258434 - Aug 10, 2015 8:30 am - 11:30 am	3.00	2	47
Building a Collaborative Learning Community			
Marion School District-PGP 258436 - Aug 10, 2015 12:00 pm - 3:00 pm	3.00	2	45
Instructional Strategies			
Bay HS Anti-Bullying & Sexual Harassment, Discipline, ACSIP, Data Disaggregation, Smart Core, Culturally & Linguistically Diverse Students, Code of Ethics, and School Safety 258641 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	1	23
Assessment,Classroom Management,Data Disaggregation			
Employee Benefits Division (EBD) Meeting with School Representatives 258801 - Aug 10, 2015 10:00 am - 12:00 pm	2.00	20	23
Non-Curricular			
2015-16 Armored Curriculum & Instruction 258959 - Aug 10, 2015 8:00 am - 11:00 am	3.00	1	49
Curriculum Alignment			
2015-16 Armored Student Discipline/Student Services 258961 - Aug 10, 2015 12:00 pm - 12:30 pm	0.50	1	49
Classroom Management			
2015-16 Armored School Safety 258965 - Aug 10, 2015 12:30 pm - 1:00 pm	0.50	1	49
Classroom Management			
2015-16 Armored Curriculum & Instruction 258966 - Aug 10, 2015 1:00 pm - 3:00 pm	2.00	1	49
Curriculum Alignment			
ABC Policies and Procedures: Ethics, Licensing, Work Sampling 259526 - Aug 10, 2015 8:30 am - 3:30 pm	6.00	7	20

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
06GES Elementary Teacher Orientation, Crisis Management, Data Disaggregation, ACSIP Development			
259676 - Aug 10, 2015 8:00 am - 11:00 am	3.00	2	56
06GES New Teachers Orientation			
259691 - Aug 10, 2015 12:00 pm - 1:00 pm	1.00	1	12
06GES Compass Learning Training			
259713 - Aug 10, 2015 12:00 pm - 1:00 pm	1.00	1	7
06GES Compass Learning Training			
259754 - Aug 10, 2015 1:00 pm - 2:00 pm	1.00	1	12
06 GES Classroom Work for Collaborative Curriculum Development			
259783 - Aug 10, 2015 12:00 pm - 3:00 pm	3.00	2	41
06 GES Classroom Work for Collaborative Curriculum Development			
259794 - Aug 10, 2015 1:00 pm - 3:00 pm	2.00	1	5
06 GES Classroom Work for Collaborative Curriculum Development			
259807 - Aug 10, 2015 2:00 pm - 3:00 pm	2.00	1	8
06 GES Classroom Work For Collaborative Curriculum Development			
259832 - Aug 10, 2015 2:00 pm - 3:00 pm	1.00	1	3
Osceola Inservice Morning Session			
259965 - Aug 10, 2015 8:00 am - 11:00 am	3.00	2	112
Instructional Leadership, Parental Involvement			
Osceola Lead Campus TESS Related PD			
259971 - Aug 10, 2015 12:00 pm - 3:00 pm	3.00	2	110
Instructional Leadership			
Bay Elementary ACSIP			
259981 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	1	33
CRESC Early Childhood Welcome Back/Orientation			
260358 - Aug 10, 2015 8:30 am - 9:30 am	1.00	2	27
Assessment			
Gatekeepers Youth Suicide Prevention Awareness			
260361 - Aug 10, 2015 9:30 am - 11:30 am	2.00	2	27
Building a Collaborative Learning Community			
CRESC Early Childhood Presentation on Professionalism/Ethics in the Workplace			
260365 - Aug 10, 2015 12:30 pm - 1:30 pm	1.00	2	27
Non-Curricular			
CRESC Early Childhood Autism and Behavior Disorders Training			
260375 - Aug 10, 2015 1:30 pm - 3:30 pm	2.00	2	27
Assessment, Building a Collaborative Learning Community			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Orientation 260624 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	1	102
Classroom Management, Instructional Leadership, Instructional Strategies			
Blytheville--Orientation 260634 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	2	64
Classroom Management, Instructional Leadership, Instructional Strategies			
Blytheville--Orientation 260660 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	3	83
Classroom Management, Instructional Leadership, Instructional Strategies			
Blytheville--Orientation 261882 - Aug 10, 2015 8:00 am - 3:00 pm	6.00	1	61
Classroom Management, Instructional Leadership, Instructional Strategies			
GHS Orientation/TESS, Bloomboard,PGP Training 262356 - Aug 10, 2015 8:00 am - 11:00 am	3.00	1	51
Assessment,Building a Collaborative Learning Community,Classroom Management,Educational Technology,Instructional Strategies			
GHS ACSIP/ACT Aspire 262359 - Aug 10, 2015 12:00 pm - 3:00 pm	3.00	1	49
Assessment,Data Disaggregation			
Trumann Back to School Professional Development 262699 - Aug 10, 2015 8:00 am - 3:30 pm	6.00	1	56
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies			
Valley View Schools-Eschool Training & Data Refresh 262908 - Aug 10, 2015 12:30 pm - 3:30 pm	3.00	1	7
Non-Curricular			
Valley View Schools-Crucial Conversations about America's Schools (Dr. John Draper Presentation) 263135 - Aug 10, 2015 1:30 pm - 3:30 pm	2.00	2	214
Data Disaggregation			
Valley View Schools-Policies, Procedures, Crisis Training, & TESS Updates 265927 - Aug 10, 2015 8:00 am - 12:00 pm	4.00	1	59
Building a Collaborative Learning Community,Instructional Leadership			
Valley View Schools-Planning and Preparing Curriculum and Instructional Materials 268534 - Aug 10, 2015 8:00 am - 12:00 pm	4.00	1	58
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment			
Valley View Schools-High School Building Planning Meeting and Crisis & Health Information Training 268677 - Aug 10, 2015 8:00 am - 12:00 pm	4.00	1	53
Valley View Schools-Policies & Procedures, Smart Core Curriculum Training, PBIS & Discipline Procedures 268731 - Aug 10, 2015 8:00 am - 12:00 pm	4.00	1	52
BPS Elementary - Beginning of Year Prof. Dev. Day 2 252302 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	62
Data Disaggregation,Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BPS Middle School- Beginning of Year Prof. Dev. Day 2 252563 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	37
BPS Jr. High- Beginning of Year Prof. Dev. Day 2 252686 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	40
BPS Sr. High- Beginning of Year Prof. Dev. Day 2 252712 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	35
Educational Technology,Non-Curricular			
Marion School District-AES-"The Leader in Me" Unfolded 256085 - Aug 11, 2015 8:00 am - 12:00 pm	4.00	1	47
Advocacy Leadership			
Marion School District-AES-Arkansas IDEAS: Smart Core and Teen Suicide 256087 - Aug 11, 2015 12:00 pm - 3:00 pm	3.00	1	47
Non-Curricular			
Marion School District-Secondary-Highly Effective Questioning Techniques 256104 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	3	157
Instructional Strategies			
Marion School District-MIS-TESS and Technology Time! 256738 - Aug 11, 2015 8:00 am - 3:00 pm	4.00	1	30
Educational Technology			
Marion School District-Professional Growth Plans 258018 - Aug 11, 2015 8:00 am - 12:00 pm	4.00	2	44
Instructional Strategies			
Marion School District-Teen Suicide 258020 - Aug 11, 2015 1:00 pm - 3:00 pm	2.00	2	45
Building a Collaborative Learning Community			
Math Content Curriculum Work 258301 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	10
Instructional Strategies			
Bay HS Teaching Students with Intellectual Disabilities (including Autism) 258644 - Aug 11, 2015 8:00 am - 11:00 am	3.00	1	24
Instructional Strategies			
Bay HS Teaching Gifted Students and Differentiation & TESS Update 258648 - Aug 11, 2015 12:00 pm - 3:00 pm	3.00	1	25
Instructional Strategies			
2015-16 Armored Performance of Understanding/Learning Targets 258969 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	49
Curriculum Alignment			
ABC Early Childhood Frameworks/TESS Update & Teen Suicide Prevention Awareness 259531 - Aug 11, 2015 8:30 am - 3:30 pm	6.00	8	22
Pre-K Curriculum Planning 259587 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	2	25
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
MS Curriculum Planning			
259595 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	34
Curriculum Alignment			
HWES Curriculum Planning			
259603 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	34
Curriculum Alignment			
Micro Curriculum Planning			
259617 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	2	35
Curriculum Alignment			
06GES Compass Learning Training			
259758 - Aug 11, 2015 12:00 pm - 1:00 pm	1.00	2	11
06GES Compass Learning Training			
259769 - Aug 11, 2015 1:00 pm - 2:00 pm	1.00	1	10
06GES Compass Learning Training			
259779 - Aug 11, 2015 2:00 pm - 3:00 pm	1.00	1	8
06GES Classroom Work for Collaborative Curriculum Development			
259787 - Aug 11, 2015 1:00 pm - 3:00 pm	2.00	2	9
06GES Classroom Work for Collaborative Curriculum Development			
259805 - Aug 11, 2015 12:00 pm - 3:00 pm	2.00	1	8
06GES Classroom Work for Collaborative Curriculum Development			
259829 - Aug 11, 2015 12:00 pm - 2:00 pm	2.00	1	5
IS Curriculum Planning			
259890 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	2	27
Curriculum Alignment			
06GES Pirate Pride Discipline Policy			
259944 - Aug 11, 2015 8:00 am - 11:00 am	3.00	2	58
06GES Classroom Work for Collaborative Curriculum Development			
259955 - Aug 11, 2015 12:00 pm - 3:00 pm	3.00	1	33
Osceola Lead Campus TESS Related PD			
259974 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	2	101
Instructional Leadership			
Bay Elementary August 11, 2015			
259986 - Aug 11, 2015 8:00 am - 11:00 am	3.00	1	25
Bay Elementary August 11, 2015			
259988 - Aug 11, 2015 12:00 pm - 3:00 pm	3.00	1	21

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Osceola Classworks			
259991 - Aug 11, 2015 8:00 am - 11:00 am	3.00	1	32
Educational Technology			
Osceola District Leadership Team			
259992 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	2	8
Osceola Classworks			
259993 - Aug 11, 2015 12:00 pm - 3:00 pm	3.00	2	31
Educational Technology			
AC-Technology, Instructional Strategies and LPACs			
260009 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	40
Educational Technology,Instructional Strategies			
VPA-Technology, Suicide, Curriculum Alignment and Planning			
260024 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	36
Curriculum Alignment,Educational Technology			
JKC- Engaging Students through Centers and Mission/Vision/Establishing Goals/Expectations.			
260151 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	29
Building a Collaborative Learning Community,Instructional Strategies			
DMJHS- Professional Learning Communities Vertical and Horizontal Alignment			
260154 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	31
Curriculum Alignment			
NEACTC Suicide and Curriculum Planning			
260161 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	13
Curriculum Alignment			
JHS-Mission/Vision/Expectations/Goals and Suicide			
260220 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	62
Curriculum Alignment			
CRESC Early Childhood Curriculum and Make & Take Workshop			
260379 - Aug 11, 2015 8:30 am - 10:30 am	2.00	2	27
Curriculum Alignment			
CRESC Early Childhood TESS Update			
260381 - Aug 11, 2015 10:30 am - 11:30 am	1.00	2	27
Advocacy Leadership,Assessment			
CRESC Early Childhood Rubric (Self Evaluation)			
260393 - Aug 11, 2015 12:30 pm - 1:30 pm	1.00	2	27
Assessment			
Blytheville--Classroom Strategies/Leadership/Management; Assessment			
262115 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	2	80
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Blytheville--Child Maltreatment Recognition Training.			
262134 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	61
Assessment, Non-Curricular			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Heartsaver CPR and AED Training for School Personnel			
262160 - Aug 11, 2015 8:30 am - 11:30 am	3.00	1	2
CPR			
Blytheville--Classroom Strategies/Leadership/Management; Assessment			
262305 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	2	60
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Blytheville--Behavior Intervention			
262319 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	101
Classroom Management, Instructional Leadership, Instructional Strategies, Parental Involvement			
GHS Collaborative Curriculum Development			
262360 - Aug 11, 2015 8:00 am - 3:00 pm	6.00	1	50
Trumann Back to School Professional Development			
262700 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	2	145
Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Strategies			
Osceola High School			
262825 - Aug 11, 2015 4:00 pm - 6:00 pm	2.00	2	22
Instructional Strategies			
Blytheville--Child Maltreatment Recognition Training.			
265587 - Aug 11, 2015 1:00 pm - 2:00 pm	1.00	1	10
Assessment, Non-Curricular			
Valley View Schools-Planning and Preparing Curriculum and Instructional Materials			
265923 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	58
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment			
Valley View Schools-Response to Intervention, Dyslexia, Spelling, Planning & Preparing Curriculum & Instructional Materials			
268539 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	59
Valley View Schools-High School Policies/Procedures, Computer Science Requirement, Transitional Courses, Special Education Modifications & IEPs, AP Meeting, and Planning and Preparing of Curriculum Maps & Developing Instructional Materials			
268684 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	52
Valley View Schools-Planning and Preparing Curriculum and Instructional Materials			
268732 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	1	51
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment			
BPS Elementary - Beginning of Year Prof. Dev. Day 3			
252560 - Aug 12, 2015 8:00 am - 3:30 pm	6.00	1	59
Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Instructional Strategies			
BPS Middle School- Beginning of Year Prof. Dev. Day 3			
252564 - Aug 12, 2015 8:00 am - 3:30 pm	6.00	1	36

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BPS Jr. High- Beginning of Year Prof. Dev. Day 3 252688 - Aug 12, 2015 8:00 am - 3:30 pm	6.00	1	40
BPS Sr. High- Beginning of Year Prof. Dev. Day 3 252713 - Aug 12, 2015 8:00 am - 3:30 pm	6.00	1	35
Marion School District-Elementary-In Search of Air: Growing up Dyslexic 255766 - Aug 12, 2015 8:00 am - 11:00 am Instructional Strategies	3.00	1	39
Marion School District-Elementary-In Search of Air: Growing up Dyslexic 255767 - Aug 12, 2015 12:30 pm - 3:30 pm Instructional Strategies	3.00	2	47
Marion School District-MES/MIS-Special Education Trainings 255777 - Aug 12, 2015 8:00 am - 11:00 am	3.00	2	43
Marion School District-MES/MIS-Special Education Trainings 255779 - Aug 12, 2015 12:30 pm - 3:30 pm	3.00	1	41
Marion School District-AES-Planning and Preparing Curriculum 256089 - Aug 12, 2015 8:00 am - 3:00 pm Common Core State Standards	6.00	1	47
Marion School District-Secondary-Common Writing Rubrics for All Content Areas 256113 - Aug 12, 2015 8:00 am - 3:00 pm Assessment	6.00	3	158
ACSIP: Statewide Field Test Training 257219 - Aug 12, 2015 8:30 am - 4:00 pm Advocacy Leadership,Fiscal Management	6.00	13	30
Bay Act 1185 Day 258649 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	23
2015-16 Armored Teaching Culturally & Linguistically Diverse Students 258977 - Aug 12, 2015 8:00 am - 8:30 am Curriculum Alignment	0.50	1	48
2015-16 Armored Bloomboard/Tess 258979 - Aug 12, 2015 12:00 pm - 12:30 pm Curriculum Alignment	0.50	1	43
2015-16 Armored Data Disaggregation 258980 - Aug 12, 2015 12:30 pm - 1:00 pm	0.50	1	44
2015-16 Armored Technology in the Classroom 258981 - Aug 12, 2015 1:00 pm - 3:00 pm	2.00	1	43
2015-16 Armored Teaching Students w/Disabilities to include Autism; Dyslexia 259004 - Aug 12, 2015 8:30 am - 11:00 am Curriculum Alignment	2.50	1	45

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
ABC PreSchool New Staff Orientation			
259542 - Aug 12, 13, 2015 8:30 am - 3:30 pm	12.00	6	10
Non-Curricular			
Pre-K Ethics, Dyslexia, and Scheduling			
259589 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	2	26
Principles of Learning Developmental Stages			
MS Curriculum Planning and Ethics			
259597 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	36
HWES-Environmental Education, Ethics, Dyslexia, and Needs Assessment			
259605 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	35
Data Disaggregation			
Micro Ethics, Suicide, and Magnet Planning			
259616 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	2	28
Curriculum Alignment			
IS- Suicide Prevention, Addressing Behavior, and Ethics			
259893 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	2	27
Classroom Management			
06 GES Code of Ethics for Arkansas Educators, Bullying Policy, Crisis Management, Superintendent's Message, & Benefits			
259957 - Aug 12, 2015 8:00 am - 11:00 am	3.00	2	66
06 GES Dyslexia Awareness			
259966 - Aug 12, 2015 12:00 pm - 1:00 pm	1.00	2	59
06 GES Teen Suicide Awareness			
259980 - Aug 12, 2015 1:00 pm - 3:00 pm	2.00	2	59
Bay Elementary August 12, 2015			
259994 - Aug 12, 2015 8:00 am - 12:00 pm	3.00	1	21
Bay Elementary August 12, 2015			
259997 - Aug 12, 2015 12:00 pm - 3:00 pm	3.00	1	21
Osceola Bloomboard & TAC			
260008 - Aug 12, 2015 8:00 am - 11:00 am	3.00	2	111
Instructional Leadership			
Osceola Lead Campus TESS Related PD			
260010 - Aug 12, 2015 12:00 pm - 3:00 pm	3.00	2	67
Instructional Leadership			
Osceola Sp. Ed. Inservice			
260012 - Aug 12, 2015 12:00 pm - 3:00 pm	3.00	2	9
Osceola Google for Classroom Teachers			
260015 - Aug 12, 2015 12:00 pm - 3:00 pm	3.00	2	36
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
AC- Ethics, Suicide, Professional Learning Communities 260016 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	45
Building a Collaborative Learning Community, Curriculum Alignment			
VPA-Ethics and Curriculum Planning 260026 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	40
Curriculum Alignment			
DMJHS-Suicide, Ethics, and Professional Learning Communities 260156 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	2	32
Building a Collaborative Learning Community, Instructional Strategies			
NEACTC-Ethics and Technology as a Parental Communication Device 260163 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	13
Systemic Change Process			
JHS Emergency Preparation, Google Classroom, and Ethics 260224 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	65
Educational Technology			
JKC-Proactive Discipline, Curriculum Review and Implementation, and Ethics 262155 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	31
Classroom Management, Data Disaggregation			
GHS Ethics, Bullying, Crisis Management Training 262364 - Aug 12, 2015 8:00 am - 10:00 am	3.00	2	56
GHS Dyslexia and Teen Suicide Awareness 262366 - Aug 12, 2015 12:00 pm - 3:00 pm	3.00	1	50
Blytheville--Technology 262455 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	93
Educational Technology			
JPS CO- Ethics 262466 - Aug 12, 2015 8:00 am - 10:00 am	2.00	1	10
Blytheville--INCREASING RIGOR 262484 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	3	59
Assessment, Building a Collaborative Learning Community, Classroom Management, Cognitive Research, Common Core State Standards, Curriculum Alignment, Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process			
Blytheville--Team Building 262500 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	1	64
Curriculum Alignment, Instructional Leadership, Parental Involvement			
Blytheville--DYSLEXIA 262545 - Aug 12, 2015 8:00 am - 3:00 pm	6.00	2	79
Assessment, Common Core State Standards, Health Physical Activity, Instructional Leadership, Instructional Strategies, Parental Involvement, Principles of Learning Developmental Stages			
Trumann Back to School Professional Development 262701 - Aug 12, 2015 8:00 am - 3:30 pm	6.00	2	148
Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Data Disaggregation, Educational Technology, Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Teen Suicide Prevention & Awareness			
263306 - Aug 12, 2015 8:00 am - 11:00 am	3.00	1	228
Non-Curricular			
Valley View Schools-PBIS Update			
265924 - Aug 12, 2015 12:30 pm - 3:30 pm	3.00	1	62
Building a Collaborative Learning Community			
Valley View Schools-PBIS, TESS Update, Smart Core, Parent Communication, Safety/Crisis Planning, & Special Education Law			
268597 - Aug 12, 2015 12:30 pm - 3:30 pm	3.00	1	59
Parental Involvement			
Valley View Schools-TESS/LEADS Updates, Iron Chefs of VVHS, and Planning & Preparing of Curriculum Maps & Developing Instructional Materials			
268687 - Aug 12, 2015 12:30 pm - 3:30 pm	3.00	1	50
Valley View Schools-Dyslexia, RTI, TESS Timeline, Crisis Training, 504/IEP Accommodations vs. Modifications & Special Education Law, Mandated Reporter Training, Health Update			
268735 - Aug 12, 2015 12:30 pm - 3:30 pm	3.00	1	52
BPS Elementary - Beginning of Year Prof. Dev. Day 4			
252561 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	59
BPS Middle School- Beginning of Year Prof. Dev. Day 4			
252565 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	36
BPS Jr. High- Beginning of Year Prof. Dev. Day 4			
252691 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	41
BPS Sr. High- Beginning of Year Prof. Dev. Day 4			
252714 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	35
Assessment,Data Disaggregation,Educational Technology,Instructional Strategies			
Marion School District-Elementary-In Search of Air: Growing up Dyslexic			
255768 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	51
Instructional Strategies			
Marion School District-Secondary-PLC Meetings			
256117 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	2	134
Building a Collaborative Learning Community,Non-Curricular			
Marion School District-MIS-Content Curriculum Work			
256736 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	16
Curriculum Alignment			
Marion School District-Lucy Calkins Writing Workshop			
258022 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	2	51
Instructional Strategies			
Creating Effective Standards-Based Individual Education Programs (3 Day Training)			
258315 - Aug 13, Oct 8, 2015 Jan 14, 2016 8:30 am - 3:30 pm	18.00	34	56
Curriculum Alignment,Instructional Strategies,Systemic Change Process			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District-PLC			
258572 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	8
Instructional Strategies			
Bay HS One-to-One Initiative and Bloomboard Update			
258653 - Aug 13, 2015 8:00 am - 12:00 pm	4.00	1	22
Educational Technology, Instructional Leadership			
Bay Parent Night			
258654 - Aug 13, 2015 6:00 pm - 8:00 pm	2.00	1	27
Parental Involvement			
2015-16 Armorel Student Voice Initiative: Shaping Culture for Learning			
259008 - Aug 13, 2015 10:00 am - 10:30 am	0.50	1	47
2015-16 Armorel Teen Suicide Awareness/Prevention Training			
259009 - Aug 13, 2015 8:00 am - 10:00 am	2.00	1	47
2015-16 Armorel Classroom Prep/Meeting with Principals for PGP review			
259023 - Aug 13, 2015 10:30 am - 3:00 pm	3.50	1	44
Building a Collaborative Learning Community, Instructional Leadership			
Pre-K Curriculum Planning, Suicide Prevention, and DHS Rules/Regs			
259591 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	2	27
Curriculum Alignment			
MS Suicide, Needs Assessment, and Building Capacity			
259599 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	2	38
Data Disaggregation			
HWES- Needs Assessment and Literacy/Math Planning			
259607 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	34
Assessment, Curriculum Alignment			
Micro-RTI and Needs Assessment			
259619 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	2	37
Assessment, Curriculum Alignment			
IS-Curriculum and Instruction			
259896 - Aug 13, 2015 8:00 am - 3:00 pm	0.00	2	29
06GES PGP Goals and TESS Updates, Classroom Work for Collaborative Curriculum Development			
259987 - Aug 13, 2015 8:00 am - 4:00 pm	7.00	2	58
Bay Elementary August 13, 2015			
260002 - Aug 13, 2015 8:00 am - 12:00 pm	3.00	1	21
AC Curriculum Planning			
260018 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	44
Curriculum Alignment			
VPA Curriculum Planning			
260027 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	41

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Osceola Lead Campus TESS Related PD 260093 - Aug 13, 2015 8:00 am - 3:00 pm Instructional Leadership	6.00	2	81
Osceola STEM 260104 - Aug 13, 2015 8:00 am - 3:00 pm Instructional Strategies	6.00	2	29
DMJHS Curriculum Planning 260157 - Aug 13, 2015 8:00 am - 3:00 pm Curriculum Alignment	6.00	2	34
NEACTC Curriculum Planning 260164 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	12
JHS- Curriculum and Planning 260225 - Aug 13, 2015 8:00 am - 3:00 pm Curriculum Alignment	6.00	1	64
Childhood Apraxia: Issues with Motor Planning and Programming 260405 - Aug 13, 2015 8:30 am - 3:30 pm Classroom Management, Educational Technology	6.00	2	26
District Test Coordinator 260548 - Aug 13, 2015 10:00 am - 3:00 pm Assessment	5.00	1	7
JKC- Curriculum Planning 262158 - Aug 13, 2015 8:00 am - 3:00 pm Curriculum Alignment	6.00	1	28
GHS Collaborative Curriculum Development 262362 - Aug 13, 2015 8:00 am - 3:00 pm	6.00	1	45
GHS Parent Night 262363 - Aug 13, 2015 6:00 pm - 7:00 pm Parental Involvement	1.00	1	50
Blytheville--Parental Involvement 262594 - Aug 13, 2015 8:00 am - 3:00 pm Parental Involvement	6.00	2	78
Blytheville--TESS TRAINING/EVALUATION 262619 - Aug 13, 2015 8:00 am - 3:00 pm Assessment	6.00	1	61
Blytheville--Teen Suicide Prevention 262634 - Aug 13, 2015 8:00 am - 3:00 pm Advocacy Leadership	6.00	2	63
Blytheville--PLC's 262643 - Aug 13, 2015 8:00 am - 3:00 pm Classroom Management, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement	6.00	1	93

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Trumann Back to School Professional Development			
262687 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	2	114
Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Data Disaggregation, Educational Technology, Instructional Strategies			
Osceola High School			
263052 - Aug 13, 2015 4:00 pm - 6:00 pm	2.00	1	24
Instructional Strategies			
Valley View Schools-Handwriting without Tears/Curriculum & Instruction Planning			
265926 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	57
Curriculum Alignment, Instructional Strategies			
Valley View Schools-Planning and Preparing Curriculum and Instructional Materials			
268604 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	33
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment			
Valley View Schools-Handwriting without Tears/Curriculum & Instruction Planning			
268607 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	25
Curriculum Alignment, Instructional Strategies			
Valley View Schools-Planning and Preparing Curriculum and Instructional Materials			
268695 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	52
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment			
Valley View Schools-BloomBoard Training/Planning & Preparing Curriculum & Developing Instructional Materials			
268737 - Aug 13, 2015 8:00 am - 3:30 pm	6.00	1	51
Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Strategies			
Blytheville--CPR/AED/FA			
285424 - Aug 13, 2015 8:00 am - 12:00 pm	4.00	2	10
Health Physical Activity			
BPS Elementary - Beginning of Year Prof. Dev. Day 5			
252562 - Aug 14, 2015 8:00 am - 3:30 pm	6.00	1	60
BPS Middle School- Beginning of Year Prof. Dev. Day 5			
252566 - Aug 14, 2015 8:00 am - 3:30 pm	6.00	1	35
Instructional Strategies			
BPS Jr. High- Beginning of Year Prof. Dev. Day 5			
252693 - Aug 14, 2015 8:00 am - 3:30 pm	6.00	1	39
BPS Sr. High- Beginning of Year Prof. Dev. Day 5			
252715 - Aug 14, 2015 8:00 am - 3:30 pm	6.00	1	34
Marion School District-MES-Leader In Me			
253149 - Aug 14, 2015 8:00 am - 3:00 pm	6.00	2	33
Building a Collaborative Learning Community			
GameSalad Training			
256394 - Aug 14, 15, 2015 8:30 am - 3:30 pm	12.00	4	4
Arkansas Content Standards Frameworks, Assessment, Classroom Management			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
CRESC: Virtual Arkansas Facilitator Training 257384 - Aug 14, 2015 8:30 am - 3:00 pm Educational Technology, Instructional Strategies	6.00	19	44
Bay Act 1185 Day 258655 - Aug 14, 2015 8:00 am - 3:00 pm	6.00	1	16
Pre-K: ABC Work Sampling 259593 - Aug 14, 2015 8:00 am - 3:00 pm Instructional Strategies	6.00	2	25
MS-Technology and the 1 to 1 Initiative 259601 - Aug 14, 2015 8:00 am - 3:00 pm Educational Technology	6.00	2	39
HWES Curriculum Planning 259609 - Aug 14, 2015 8:00 am - 3:00 pm Curriculum Alignment	6.00	1	35
Micro Curriculum Planning 259621 - Aug 14, 2015 8:00 am - 3:00 pm Curriculum Alignment	6.00	2	38
IS Curriculum Planning and Parent Communication 259900 - Aug 14, 2015 8:00 am - 3:00 pm Curriculum Alignment, Parental Involvement	6.00	2	29
AC Curriculum Planning 260019 - Aug 14, 2015 8:00 am - 3:00 pm Curriculum Alignment	6.00	1	44
VPA RTI/Dyslexia, ACSIP, Writing CFA's 260035 - Aug 14, 2015 8:00 am - 3:00 pm Assessment	6.00	1	40
Osceola How to Motivate the Unmotivated - Craig Boykin 260120 - Aug 14, 2015 8:15 am - 11:00 am Instructional Leadership	3.00	2	110
Osceola District Inservice 260127 - Aug 14, 2015 11:45 am - 3:00 pm Non-Curricular	3.00	2	108
DMJHS- Curriculum Planning and Professional Learning Communities 260159 - Aug 14, 2015 8:00 am - 3:00 pm Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies	6.00	2	30
NEACTC-Curriculum Alignment with ASUN, Parent Involvement, and Curriculum Planning 260168 - Aug 14, 2015 8:00 am - 3:00 pm Curriculum Alignment, Instructional Strategies, Parental Involvement	6.00	1	12
JHS Curriculum Planning and RTI 260234 - Aug 14, 2015 8:00 am - 3:00 pm Curriculum Alignment, Instructional Strategies	6.00	1	61
Working with Bilingual Interpreters- For English Speakers 260430 - Aug 14, 2015 8:30 am - 1:30 pm Educational Technology	4.00	2	27

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
CRESC Early Childhood New Due Process in SpedFast 260432 - Aug 14, 2015 1:30 pm - 3:30 pm	2.00	2	28
Assessment,Educational Technology			
JKC-Curriculum Planning and Suicide 262164 - Aug 14, 2015 8:00 am - 3:00 pm	6.00	1	31
Curriculum Alignment			
1/2 Day Face-to-Face Teacher Required Law and Process 262172 - Aug 14, 2015 9:00 am - 12:00 pm	3.00	2	36
Systemic Change Process			
JPS CO- Teen Suicide Prevention 262468 - Aug 14, 2015 1:30 pm - 3:30 pm	2.00	1	4
Marion School District-Secondary-PLC Meetings 262705 - Aug 14, 2015 8:00 am - 3:00 pm	6.00	1	17
Building a Collaborative Learning Community,Non-Curricular			
Armored Concussion, Communicable Diseases, and Heat Awareness Training 262910 - Aug 14, 2015 1:00 pm - 4:00 pm	3.00	1	6
Valley View Schools-Admin Meeting (State Categorical Funding , ACSIP Changes, District & School Leadership Teams, & Child Nutrition Program Update for 2015-2016) 263175 - Aug 14, 2015 9:00 am - 11:30 am	2.50	1	13
Valley View Schools-Mathematics Curriculum Planning 268613 - Aug 14, 2015 8:00 am - 4:30 pm	6.00	1	1
Common Core State Standards,Curriculum Alignment,Educational Technology			
Valley View Schools-Fine Arts Curriculum Planning 268614 - Aug 14, 2015 9:00 am - 3:00 pm	6.00	1	1
Curriculum Alignment			
Valley View Schools-Counselors-Academic Planning & Program Development 268615 - Aug 14, 2015 8:30 am - 3:30 pm	6.00	1	2
Valley View Schools-Curriculum & Instructional Strategies 268622 - Aug 14, 2015 8:00 am - 3:30 pm	6.00	1	2
Curriculum Alignment,Instructional Strategies			
Valley View Schools-Curriculum Mapping-Social Studies 268628 - Aug 14, 2015 8:00 am - 10:00 am	2.00	1	1
Curriculum Alignment			
Valley View Schools-Response to Intervention (RTI) 268631 - Aug 14, 2015 10:00 am - 3:00 pm	4.00	1	1
Assessment, Educational Technology, Instructional Strategies, Parental Involvement			
Valley View Schools-Crisis Planning 268632 - Aug 14, 2015 8:00 am - 3:00 pm	6.00	1	1
Non-Curricular			
Valley View Schools-Curriculum Work 268634 - Aug 14, 2015 8:00 am - 3:00 pm	6.00	1	5
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Gatekeepers Youth Suicide Prevention Awareness 260764 - Aug 17, 2015 12:00 pm - 2:00 pm	2.00	1	10
Building a Collaborative Learning Community			
CRESC Staff Meeting - ADE Updates 260768 - Aug 17, 2015 9:00 am - 11:00 am	2.00	2	35
Non-Curricular			
CRESC TESS 1-hour Update 260769 - Aug 17, 2015 2:00 pm - 3:00 pm	1.00	1	16
Assessment			
Heartsaver CPR and AED Training for School Personnel 265540 - Aug 18, 2015 12:30 pm - 3:30 pm	3.00	1	9
CPR			
CRESC - APSCN FMS Cycle 9 260792 - Aug 19, 2015 9:00 am - 2:00 pm	4.00	18	21
Non-Curricular			
Multisensory Structured Language Education (MSLE) Training, Year 1 (Days 6-7) 258136 - Aug 21, 22, 2015 8:00 am - 4:00 pm	12.00	16	19
Assessment, Building a Collaborative Learning Community, Instructional Strategies			
Valley View Schools-Equity Squared Workshop 265896 - Aug 21, 2015 9:00 am - 11:00 am	2.00	1	18
Non-Curricular			
Marion School District-Title 1 and Curriculum Night 258026 - Aug 24, 2015 5:30 pm - 7:30 pm	2.00	2	42
Parental Involvement			
Blytheville--Teen/Youth Suicide Awareness & Prevention In-Service Training. 265702 - Aug 24, 2015 3:30 pm - 4:30 pm	1.00	1	14
Assessment, Non-Curricular, Parental Involvement			
Scheduling Workday 241807 - Aug 25, 2015 9:00 am - 4:00 pm	6.00	2	3
Non-Curricular			
Marion School District-Special Education Procedures 263235 - Aug 25, 2015 3:15 pm - 4:15 pm	1.00	1	47
Instructional Strategies			
Blytheville--Teen/Youth Suicide Awareness & Prevention In-Service Training. 265718 - Aug 25, 2015 3:30 pm - 4:30 pm	1.00	2	43
Assessment, Non-Curricular, Parental Involvement			
Blytheville--TESS TRAINING/EVALUATION 266712 - Aug 25, 2015 3:30 pm - 4:30 pm	1.00	2	46
Assessment			
Valley View Schools-SpedFast Training 268640 - Aug 25, 27, 31, Sep 4, 8, 2015 3:15 pm - 5:00 pm	10.00	1	2
Educational Technology			
Osceola North Inservice 270959 - Aug 25, 2015 2:45 pm - 3:45 pm	1.00	1	16
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District-AES-Grade Level Meetings (August-May) 256075 - Aug 26, Sep 30, Oct 28, Nov 18, 2015 Jan 27, Feb 24, Mar 30, Apr 27, May 18, 2016 1:00 pm - 2:30 pm Building a Collaborative Learning Community	13.50	1	49
Superintendents' Meeting 262527 - Aug 26, 2015 10:30 am - 12:30 pm Non-Curricular	2.00	18	23
Marion School District-"A New Year...A Great Year!" (Make-up Day) 263238 - Aug 27, 2015 8:30 am - 3:00 pm Instructional Strategies	6.00	1	12
Marion School District-CPI Day 2 265737 - Aug 27, 2015 8:15 am - 11:00 am Classroom Management	3.00	1	9
Valley View Schools-Admin Meeting (PD Budgets for FY16 & PD Planning for 2016-2017 School Year) 266271 - Aug 27, 2015 9:00 am - 11:00 am	2.00	1	14
CRESC District Tech Meeting 266744 - Aug 27, 2015 9:00 am - 3:30 pm Educational Technology	6.00	16	18
Valley View Schools-Special Education Workshop (Developing Standards Based IEP's, IDEA, FAPE, Connecting IEPs to Standards, Transition, Parental Participation, Student Profile Summary, Sources for Profile Summary, Worksheets, Guiding Questions, & Surveys) 268629 - Aug 27, 2015 8:30 am - 9:45 am Instructional Leadership, Parental Involvement	1.25	1	6
Valley View Schools-Special Education Workshop (Developing Standards Based IEP's, IDEA, FAPE, Connecting IEPs to Standards, Transition, Parental Participation, Student Profile Summary, Sources for Profile Summary, Worksheets, Guiding Questions, & Surveys) 268633 - Aug 27, 2015 1:30 pm - 2:45 pm Instructional Leadership, Parental Involvement	1.25	1	6
Osceola North Inservice 270960 - Aug 27, 2015 2:30 pm - 3:30 pm Instructional Strategies	1.00	1	7
CRESC: Gifted and Talented Annual Meeting with Arkansas Department of Education 263421 - Aug 28, 2015 8:30 am - 3:30 pm Non-Curricular	6.00	13	22
Valley View Schools-Dyslexia Workshop 268636 - Aug 28, 2015 1:00 pm - 3:00 pm Instructional Strategies	0.00	1	7
Professional Learning Community (PLC) Meetings for Special Education 260223 - Aug 31, Sep 14, 21, Oct 5, 12, 26, Nov 2, 9, 16, 30, Dec 7, 14, 2015 Jan 4, 11, 25, Feb 1, 8, 15, 29, Mar 7, 28, Apr 4, May 9, 10, 2016 3:30 pm - 4:00 pm	12.00	1	13
Valley View Schools-Dyslexia Workshop 268639 - Aug 31, 2015 1:00 pm - 3:00 pm Instructional Strategies	2.00	1	5

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
MSD Leadership Team Meeting 271619 - Aug 31, 2015 9:30 am - 12:00 pm	2.50	1	16
Supervision			
Blytheville--CHILD FIND 285507 - Aug 31, 2015 9:30 am - 10:45 am	1.25	1	14
Assessment, Instructional Leadership, Instructional Strategies, Parental Involvement, Principles of Learning Developmental Stages			
06 GES PLC (Professional Learning Communities) 260062 - Sep 1, 15, 22, Oct 6, 13, 27, Nov 3, 10, 17, Dec 1, 8, 15, 2015 Jan 5, 12, 26, Feb 2, 9, 23, Mar 1, 8, 29, Apr 5, May 10, 17, 2016 7:15 am - 7:45 am	0.00	1	26
06GES PLC Meetings 260067 - Sep 1, 15, 22, Oct 6, 13, 27, Nov 3, 10, 17, Dec 1, 8, 15, 2015 Jan 5, 12, 26, Feb 2, 9, 23, Mar 1, 8, 29, Apr 5, May 10, 17, 2016 7:15 am - 7:45 am	0.00	1	24
Blytheville--TESS TRAINING/EVALUATION 265762 - Sep 1, 2015 3:30 pm - 4:30 pm	1.00	2	55
Assessment			
Osceola Carroll Smith Elementary 270961 - Sep 1, 2015 3:00 pm - 4:30 pm	1.50	1	33
Instructional Strategies			
Osceola High School 270963 - Sep 1, 2015 3:00 pm - 4:30 pm	1.50	1	29
Instructional Strategies			
Osceola STEM 270967 - Sep 1, 2015 3:15 pm - 4:45 pm	1.50	1	26
Instructional Strategies			
Osceola North Inservice 289200 - Sep 1, 2015 2:30 pm - 4:30 pm	2.00	1	15
Instructional Strategies			
2015-16 Armored Performance of Understanding/Learning Targets 266571 - Sep 2, 2015 3:00 pm - 4:30 pm	1.50	1	17
Curriculum Alignment			
2015-16 Armored Performance of Understanding/Learning Targets 266573 - Sep 2, 2015 3:00 pm - 4:30 pm	1.50	1	25
Curriculum Alignment			
Blytheville--Parental Involvement 287175 - Sep 2, 2015 2:30 pm - 3:30 pm	1.00	1	8
Parental Involvement			
APSCN Discipline Training and Workshop 257669 - Sep 3, 2015 9:00 am - 4:00 pm	6.00	3	4
Non-Curricular			
Child Nutrition ZOOM 262702 - Sep 3, 2015 12:45 pm - 4:00 pm	3.00	2	2
Non-Curricular			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
APSCN Discipline Training and Workshop 257670 - Sep 4, 2015 9:00 am - 4:00 pm	6.00	1	1
Non-Curricular			
Marion School District-2nd Grade PLC leadership 266929 - Sep 8, 2015 1:00 pm - 2:00 pm	1.00	1	6
Instructional Strategies			
Marion School District-3rd Grade PLC 266932 - Sep 8, 2015 1:00 pm - 2:00 pm	1.00	1	7
Instructional Strategies			
Child Maltreatment 268256 - Sep 8, 2015 3:15 pm - 5:15 pm	2.00	3	3
Building a Collaborative Learning Community			
Osceola High School 270968 - Sep 8, 2015 3:30 pm - 5:30 pm	2.00	1	22
Instructional Strategies			
Osceola District Leadership Team 282791 - Sep 8, 2015 3:00 pm - 4:00 pm	1.00	1	12
APSCN Interim Progress Report Training 257672 - Sep 9, 2015 9:00 am - 4:00 pm	6.00	3	6
Special Education Bootcamp 266570 - Sep 9, 2015 8:30 am - 3:30 pm	6.00	6	43
Arkansas Content Standards Frameworks,Assessment,Curriculum Alignment			
Valley View Schools-Indistar Training for School Improvement 268747 - Sep 9, 2015 9:00 am - 11:00 am	2.00	1	10
Instructional Leadership			
Transitioning to New Arkansas Science Standards: Introduction (1 Day) 269054 - Sep 9, 2015 8:30 am - 3:30 pm	6.00	2	5
Arkansas Content Standards Frameworks			
Bookkeeper Training Workshop 250758 - Sep 10, 2015 10:00 am - 12:00 pm	2.00	14	21
Non-Curricular			
APSCN Interim Progress Report Training 257673 - Sep 10, 2015 9:00 am - 4:00 pm	6.00	3	6
Bay GT Identification Training 266751 - Sep 10, 2015 11:15 am - 12:45 pm	1.50	1	5
Marion School District-Watch Dogs 266927 - Sep 10, 2015 6:00 pm - 7:00 pm	1.00	1	11
Parental Involvement			
Multisensory Structured Language Education (MSLE) Training, Year 1 (Days 8-9) 258137 - Sep 11, 12, 2015 8:00 am - 4:00 pm	12.00	16	19
Assessment,Building a Collaborative Learning Community,Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District-"Face to Face" TESS Training New Teachers			
258418 - Sep 11, 2015 8:00 am - 11:00 am	3.00	1	5
Instructional Strategies			
Marion School District-AR and MES Technology			
258432 - Sep 11, 2015 12:00 pm - 3:00 pm	3.00	1	8
Instructional Strategies			
CRESC Curriculum Coordinators' Meeting			
266234 - Sep 11, 2015 9:00 am - 2:00 pm	5.00	16	18
Bay PLC			
267610 - Sep 11, 2015 2:00 pm - 3:30 pm	1.50	1	20
Building a Collaborative Learning Community			
CRESC Early Childhood - Rubric and Portfolio Review and Discussion			
270442 - Sep 11, 2015 12:00 pm - 4:00 pm	4.00	2	11
Arkansas Content Standards Frameworks			
Blytheville--CEIS			
270922 - Sep 11, 2015 9:00 am - 10:00 am	1.00	1	5
Assessment, Building a Collaborative Learning Community, Non-Curricular, Parental Involvement			
Blytheville--CEIS			
278586 - Sep 11, 2015 10:30 am - 11:30 am	1.00	1	7
Assessment, Building a Collaborative Learning Community, Non-Curricular, Parental Involvement			
Crowley's Ridge Coop Interagency Coordinating Council (ICC) Meeting			
258678 - Sep 14, 2015 1:00 pm - 4:00 pm	3.00	3	5
Private Events			
TIER I TRAINING (ZOOM)			
258960 - Sep 14, 2015 8:30 am - 11:30 am	3.00	7	11
Fiscal Management			
Cognos Query Training			
260347 - Sep 14, 2015 9:00 am - 4:00 pm	6.00	6	10
Non-Curricular			
Marion School District-Gabbart Web Design Training			
265659 - Sep 14, 2015 8:00 am - 3:00 pm	6.00	1	10
Non-Curricular			
Blytheville--CEIS			
278589 - Sep 14, 2015 9:00 am - 10:30 am	1.50	2	8
Assessment, Building a Collaborative Learning Community, Non-Curricular, Parental Involvement			
K-1 Implementing a Comprehensive Literacy Framework-Overview of a Comprehensive Literacy Framework and Literacy Assessment System			
258448 - Sep 15, 16, 2015 8:30 am - 3:30 pm	12.00	5	12
Assessment, Common Core State Standards, Instructional Strategies			
Cognos Query Training			
260348 - Sep 15, 2015 9:00 am - 4:00 pm	6.00	3	4
Non-Curricular			
TESS for Novice Teachers and New Administrators - Domain 2			
260814 - Sep 15, 2015 8:30 am - 3:30 pm	6.00	9	49
Systemic Change Process			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District-Gabbart Web Design Training 265661 - Sep 15, 2015 8:00 am - 3:00 pm	6.00	1	9
Non-Curricular			
Blytheville--PLC's 267329 - Sep 15, 2015 3:30 pm - 5:30 pm	2.00	1	74
Classroom Management, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
Valley View Schools-Career & Technical Education Curriculum Planning 268611 - Sep 15, 2015 1:30 pm - 2:30 pm	1.00	1	5
Assessment,Instructional Strategies,Parental Involvement			
Osceola High School 270969 - Sep 15, 2015 3:30 pm - 5:30 pm	2.00	1	20
Instructional Strategies			
Mini Grant Writing 257224 - Sep 16, 2015 8:30 am - 3:30 pm	6.00	2	2
Arkansas Content Standards Frameworks,Educational Technology			
Marion School District--MSD Website Workday 265669 - Sep 16, 2015 8:00 am - 3:00 pm	6.00	1	8
Non-Curricular,Parental Involvement			
CRESC Teacher Center Committee Meeting 266239 - Sep 16, 2015 9:00 am - 2:00 pm	5.00	12	12
Arkansas Content Standards Frameworks,Data Disaggregation,Instructional Strategies			
1/2 Day Face-to-Face Teacher Required Law and Process 262451 - Sep 17, 2015 12:30 pm - 3:30 pm	3.00	13	37
Systemic Change Process			
ABC Hub Meeting 263218 - Sep 17, 2015 9:00 am - 2:30 pm	6.00	5	25
Building a Collaborative Learning Community			
Marion School District--MSD Website Workday 265671 - Sep 17, 2015 8:00 am - 3:00 pm	6.00	1	8
Non-Curricular,Parental Involvement			
CRESC Paraprofessional Training - CORE Module 265936 - Sep 17, 2015 8:30 am - 3:30 pm	6.00	12	29
Instructional Strategies			
Transitioning to New Arkansas Science Standards: Introduction (1 Day) 269055 - Sep 17, 2015 8:00 am - 3:00 pm	6.00	2	7
Arkansas Content Standards Frameworks			
Blytheville--CEIS 278592 - Sep 17, 2015 3:45 pm - 4:45 pm	1.00	2	7
Assessment,Building a Collaborative Learning Community,Non-Curricular,Parental Involvement			
APSCN Medical Training 257676 - Sep 18, 2015 9:00 am - 4:00 pm	6.00	5	5
Non-Curricular			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Arkansas Governors Quiz Bowl Association (AGQBA) Regional Secondary Quiz Bowl Coaches Meeting			
258516 - Sep 18, 2015 8:30 am - 11:30 am	3.00	12	19
Mentoring Coaching			
2015-16 Armorel Performance of Understanding/Learning Targets			
259227 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	24
Curriculum Alignment			
2015-16 Armorel Performance of Understanding/Learning Targets			
259228 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	19
Curriculum Alignment			
AC- Curriculum Planning and Mapping			
267196 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	44
Curriculum Alignment,Instructional Strategies			
Mac- Curriculum Planning and Mapping			
267199 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	2	30
Curriculum Alignment,Instructional Strategies			
NEACTC: Foundations of Teaching			
267245 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	14
Instructional Strategies			
Pre-K- Environmental Rating Scale Needs Assessment			
267249 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	2	31
Data Disaggregation,Health Physical Activity			
JKC- Discipline, Instruction, and Motivation			
267251 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	31
Classroom Management,Instructional Strategies			
Micro- Team Planning and Book Study			
267290 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	2	38
Building a Collaborative Learning Community,Curriculum Alignment,Instructional Strategies			
HWES- Curriculum Planning and Crisis Response			
267292 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	42
Curriculum Alignment,Instructional Strategies			
MS-Data Disaggregation and Intervention Planning			
267308 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	38
Data Disaggregation,Instructional Strategies			
IS- Use of Literacy Instructional Rubrics and Building Math Assessments			
267311 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	27
Assessment,Curriculum Alignment			
JHS- Technology and its Impact on Learning, Interventions & PLCs			
267324 - Sep 18, 2015 8:00 am - 3:00 pm	6.00	1	47
Building a Collaborative Learning Community,Curriculum Alignment,Educational Technology			
GT Program Approval Workshop			
267753 - Sep 18, 2015 12:00 pm - 3:00 pm	3.00	1	1
Assessment			
Gosnell Instructional Leadership Team Meeting			
267851 - Sep 18, 2015 9:00 am - 12:00 pm	3.00	1	11

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-LPAC Meeting 268749 - Sep 18, 2015 1:00 pm - 3:00 pm	2.00	1	10
Building a Collaborative Learning Community			
New AR K-4 Science Standards - Leadership Cadre (3-Days: Sept. 22, 2015; Nov. 2, 2015; and March 2, 2016) 252971 - Sep 22, Nov 2, 2015 Mar 2, 2016 8:30 am - 3:30 pm	18.00	21	88
Advocacy Leadership,Arkansas Content Standards Frameworks,Instructional Leadership,Instructional Strategies			
GT Secondary Content Training 266574 - Sep 22, 2015 8:30 am - 3:30 pm	6.00	1	1
06 GES Chromebook 267934 - Sep 22, 2015 3:30 pm - 4:30 pm	0.00	1	11
New AR Grades 5-8 Science Standards - Leadership Cadre (3-Days: Sept. 23, 2015; Nov. 3, 2015; and March 3, 2016) 252979 - Sep 23, Nov 3, 2015 Mar 3, 2016 8:30 am - 3:30 pm	18.00	22	65
Arkansas Content Standards Frameworks,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
SMS Required Field Training and Workday 257680 - Sep 23, 2015 9:00 am - 4:00 pm	6.00	8	15
Non-Curricular			
SMS Required Field Training and Workday 257681 - Sep 24, 2015 9:00 am - 4:00 pm	6.00	5	7
Non-Curricular			
Marion School District-SMART Board Tip and Tricks 266943 - Sep 24, 2015 3:30 pm - 4:30 pm	1.00	1	8
Educational Technology			
Workday for District Bookkeepers 267553 - Sep 24, 2015 9:00 am - 3:00 pm	5.00	9	14
Non-Curricular			
Marion School District-Grade 3 PLC data PLC 267750 - Sep 24, 2015 1:00 pm - 2:30 pm	1.50	1	18
Instructional Strategies			
Valley View Schools-Indistar Training for School Improvement 268768 - Sep 24, 2015 9:00 am - 11:00 am	2.00	1	13
Instructional Leadership			
Blytheville--Portfolio Training 276929 - Sep 24, 2015 8:00 am - 3:00 pm	6.00	1	4
Curriculum Alignment			
Marion School District-Grade 2 PLC data PLC 267751 - Sep 25, 2015 1:00 pm - 2:30 pm	1.50	2	20
Instructional Strategies			
Superintendents' Meeting 266125 - Sep 28, 2015 10:30 am - 12:30 pm	2.00	13	17
Non-Curricular			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Reading Recovery Continuing Contact 266488 - Sep 28, 2015 8:30 am - 3:30 pm	6.00	5	8
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages			
TESS/BloomBoard Support for Novice Principals/Assistant Principals 266709 - Sep 28, 2015 8:30 am - 11:30 am	3.00	3	7
Assessment			
LEADS/BloomBoard Support for Superintendents 266711 - Sep 28, 2015 12:30 pm - 2:30 pm	2.00	7	11
Assessment			
K-1 Implementing a Comprehensive Literacy Framework, Module 2-Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction (2 days) 258450 - Sep 29, 30, 2015 8:30 am - 3:30 pm	12.00	6	14
Common Core State Standards,Instructional Strategies			
Rubric and Portfolio Assessment 267614 - Sep 29, 2015 12:00 pm - 4:00 pm	4.00	1	8
Assessment			
Blytheville--CEIS 278633 - Sep 29, 2015 12:00 pm - 1:00 pm	1.00	1	9
Assessment,Building a Collaborative Learning Community,Non-Curricular,Parental Involvement			
Child Nutrition ZOOM 262703 - Oct 1, 2015 12:45 pm - 4:00 pm	3.00	3	3
Non-Curricular			
Personal Care Training 265849 - Oct 1, 2015 9:00 am - 4:00 pm	6.00	9	31
Health Physical Activity			
Valley View Schools-Admin Meeting (School Improvement Planning) 268610 - Oct 1, 2015 9:00 am - 10:30 am	1.50	1	13
Valley View Schools-Positive Behavior Intervention Support (PBIS) 268971 - Oct 1, 2015 3:00 pm - 4:00 pm	1.00	1	10
Data Disaggregation, Parental Involvement, Systemic Change Process			
Blytheville--DATA WALL 268210 - Oct 5, 2015 3:30 pm - 5:30 pm	2.00	2	53
Curriculum Alignment, Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies			
Marion School District--MMS--Panic Button Training 268746 - Oct 5, 2015 3:15 pm - 3:45 pm	0.50	1	22
Non-Curricular			
Transitioning to New Arkansas Science Standards: Introduction (90 Minutes) 269057 - Oct 5, 2015 8:30 am - 10:00 am	1.50	2	41
Arkansas Content Standards Frameworks			
MSD Leadership Team Meeting 271623 - Oct 5, 2015 9:30 am - 12:00 pm	2.50	1	14
Supervision			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Cognitively Guided Instruction (CGI) Year 1, Day 5 267236 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	10	28
Instructional Strategies			
Transitioning to New Arkansas Science Standards: Introduction (1 Day) 269056 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	2	19
Arkansas Content Standards Frameworks			
Osceola High School 270970 - Oct 6, 2015 3:30 pm - 5:30 pm	2.00	1	17
Instructional Strategies			
Mathematics Design Collaborative (MDC) Geometry Training - Day 4 258691 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	7	15
Common Core State Standards, Instructional Strategies			
Fall Counselor Meeting 262414 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	26	87
Advocacy Leadership, Instructional Strategies, Supervision, Systemic Change Process			
Cognitively Guided Instruction (CGI) Year 1, Day 6 267237 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	10	27
Instructional Strategies			
2015-2016 Armored ACSIP Meetings 267757 - Oct 7, 2015 3:00 pm - 4:30 pm	1.50	1	22
2015-2016 Armored ACSIP Meetings 267768 - Oct 7, 2015 3:00 pm - 4:30 pm	1.50	1	19
Extending Children's Mathematics, Year 1 - Day 5 267242 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	6	24
Arkansas Content Standards Frameworks, Instructional Strategies			
Report Card Training 267281 - Oct 8, 2015 9:00 am - 4:00 pm	6.00	5	11
Non-Curricular			
Cognitively Guided Instruction (CGI) Year 1, Day 5 267456 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	5	20
Instructional Strategies			
Literacy Design Collaborative (LDC) Training - Day 4 267838 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	6	22
Common Core State Standards, Instructional Strategies			
Osceola High School 270971 - Oct 8, 2015 3:30 pm - 5:30 pm	2.00	1	20
Instructional Strategies			
Extending Children's Mathematics, Year 1 - Day 6 267247 - Oct 9, 2015 8:30 am - 3:30 pm	6.00	6	25
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
Cognitively Guided Instruction (CGI) Year 1, Day 6 267457 - Oct 9, 2015 8:30 am - 3:30 pm	6.00	4	19
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
ASIS - Arkansas Student Intervention System Updates			
268385 - Oct 9, 2015 8:30 am - 3:30 pm	6.00	2	14
Assessment			
Bay PLC			
268872 - Oct 9, 2015 2:00 pm - 3:30 pm	1.50	1	15
Building a Collaborative Learning Community			
Valley View Schools-Dyslexia, IDEA, 504, & RTI			
268890 - Oct 9, 2015 9:00 am - 11:00 am	2.00	1	11
Instructional Leadership			
ACT Aspire Accommodations			
266723 - Oct 12, 2015 9:00 am - 12:00 pm	3.00	20	78
Assessment			
CRESC-AP Coordinators Meeting-ZOOM			
266502 - Oct 13, 2015 8:00 am - 4:00 pm	6.00	7	7
Curriculum Alignment,Instructional Strategies			
Extending Children's Mathematics, Year 1 - Day 4			
267417 - Oct 13, 2015 8:30 am - 3:30 pm	6.00	8	27
Arkansas Content Standards Frameworks,Instructional Strategies			
Blytheville--Professional Learning Communities (PLCs)			
268836 - Oct 13, 2015 3:30 pm - 5:30 pm	2.00	1	65
Building a Collaborative Learning Community, Instructional Leadership, Instructional Strategies			
Osceola District Leadership Team			
282792 - Oct 13, 2015 3:00 pm - 4:00 pm	1.00	2	14
CRESC Paraprofessional Training - Behavior Module			
265939 - Oct 14, 2015 8:30 am - 3:30 pm	6.00	14	34
Instructional Strategies			
Extending Children's Mathematics, Year 1 - Day 5			
267419 - Oct 14, 2015 8:30 am - 3:30 pm	6.00	7	22
Arkansas Content Standards Frameworks,Instructional Strategies			
Blytheville--Technology			
269077 - Oct 14, 2015 3:30 pm - 5:00 pm	1.50	1	19
Educational Technology			
Extending Children's Mathematics, Year 2 - Day 5			
267433 - Oct 15, 2015 8:30 am - 3:30 pm	6.00	8	14
Common Core State Standards,Instructional Strategies			
Teacher Due Process			
269079 - Oct 15, 2015 12:00 pm - 4:00 pm	4.00	2	12
Non-Curricular			
Valley View Schools-Assessing Reading Comprehension using Accelerated Reader			
269334 - Oct 15, 2015 9:00 am - 11:00 am	2.00	1	15
Assessment			
Dyslexia: To Screen or Not to Screen			
266899 - Oct 16, 2015 8:30 am - 3:30 pm	6.00	19	31
Assessment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Extending Children's Mathematics, Year 2 - Day 6 267434 - Oct 16, 2015 8:30 am - 3:30 pm	6.00	8	14
Common Core State Standards,Instructional Strategies			
Valley View Schools-Assessing Reading Comprehension using Accelerated Reader 269526 - Oct 19, 2015 7:30 am - 8:00 am	0.50	1	20
Assessment			
CRESC Paraprofessional Training - Cultural Awareness 265941 - Oct 20, 2015 8:30 am - 3:30 pm	6.00	11	22
Instructional Strategies,Mentoring Coaching			
Gosnell Instructional Leadership Team Meeting 267853 - Oct 21, 2015 8:00 am - 12:00 pm	0.00	1	8
Superintendents' Meeting 269074 - Oct 21, 2015 11:30 am - 12:30 pm	1.00	14	15
Non-Curricular			
Break-out Session: Student Voice 268423 - Oct 23, 2015 10:15 am - 11:00 am	1.00	1	5
Break-out Session: Communication with Parents 268436 - Oct 23, 2015 10:15 am - 11:00 am	1.00	1	4
Break-out Session: Using APP's in the Classroom 268437 - Oct 23, 2015 10:15 am - 11:00 am	1.00	1	9
Break-out Session: Project Based Learning for CTE 268438 - Oct 23, 2015 10:15 am - 11:00 am	1.00	1	5
Break-out Session: Google Classroom 268439 - Oct 23, 2015 10:15 am - 11:00 am	1.00	1	10
Break-out Session: ACT/Aspire 268442 - Oct 23, 2015 10:15 am - 11:00 am	1.00	1	9
Break-out Session: Math Curriculum 268453 - Oct 23, 2015 12:30 pm - 1:15 pm	1.00	1	3
Break-out Session: Communication with Parents 268454 - Oct 23, 2015 12:30 pm - 1:15 pm	1.00	1	5
Break-out Session: Using APP's in the Classroom 268455 - Oct 23, 2015 12:30 pm - 1:15 pm	1.00	1	11
Break-out Session: Google Classroom 268456 - Oct 23, 2015 12:30 pm - 1:15 pm	1.00	1	14

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Break-out Session: ACT/Aspire			
268457 - Oct 23, 2015 12:30 pm - 1:15 pm	1.00	1	11
Break-out Session: Financial Literacy			
268458 - Oct 23, 2015 12:30 pm - 1:15 pm	1.00	1	4
Break-out Session: Math Curriculum			
268459 - Oct 23, 2015 1:30 pm - 2:15 pm	1.00	1	2
Break-out Session: Students Living in Poverty			
268460 - Oct 23, 2015 1:30 pm - 2:15 pm	1.00	1	8
Break-out Session: CCSS for other disciplines			
268461 - Oct 23, 2015 1:30 pm - 2:15 pm	1.00	1	4
Break-out Session: Google Classroom			
268462 - Oct 23, 2015 1:30 pm - 2:15 pm	1.00	1	18
Break-out Session: CCSS for Science & Social Studies			
268463 - Oct 23, 2015 1:30 pm - 2:15 pm	1.00	1	12
Break-out Session: Health/Wellness			
268464 - Oct 23, 2015 1:30 pm - 2:15 pm	1.00	1	5
Break-out Session: Communication with Parents			
268465 - Oct 23, 2015 2:15 pm - 3:00 pm	1.00	1	9
Break-out Session: ACT/Aspire			
268466 - Oct 23, 2015 2:15 pm - 3:00 pm	1.00	1	15
Break-out Session: Writing in the Classroom			
268468 - Oct 23, 2015 2:15 pm - 3:00 pm	1.00	1	6
Break-out Session: Compass in the Classroom			
268469 - Oct 23, 2015 2:15 pm - 3:00 pm	1.00	1	3
Break-out Session: Students Living in Poverty			
268470 - Oct 23, 2015 2:15 pm - 3:00 pm	1.00	1	10
GHS Panic Button Training			
268921 - Oct 23, 2015 8:00 am - 9:00 am	1.00	1	56
GHS Curriculum Collaboration			
268922 - Oct 23, 2015 9:15 am - 10:00 am	1.00	1	48
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
1/2 Day Face-to-Face Teacher Required Law and Process			
268990 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	5	9
Systemic Change Process			
Marion School District-MES-Gabbart, Bloomboard, and Study Island: MES Technology			
269061 - Oct 23, 2015 8:00 am - 3:00 pm	6.00	2	39
Educational Technology			
Blytheville--Curriculum Alignment			
269197 - Oct 23, 2015 8:00 am - 3:00 pm	3.00	1	19
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Curriculum Alignment			
269214 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	1	17
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Collaboration			
269218 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	1	25
Building a Collaborative Learning Community, Classroom Management, Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Collaboration			
269220 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	1	16
Building a Collaborative Learning Community, Classroom Management, Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Collaboration			
269224 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	1	9
Building a Collaborative Learning Community, Classroom Management, Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Collaboration			
269233 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	1	7
Building a Collaborative Learning Community, Classroom Management, Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Collaboration			
269237 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	1	19
Building a Collaborative Learning Community, Classroom Management, Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Professional Learning Communities (PLCs)			
269274 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	2	42
Building a Collaborative Learning Community, Instructional Leadership, Instructional Strategies			
Blytheville--Teaching strategies			
269510 - Oct 23, 2015 12:00 pm - 3:00 pm	3.00	1	50
Building a Collaborative Learning Community, Classroom Management, Instructional Leadership, Instructional Strategies			
Osceola High School			
269616 - Oct 23, 2015 8:00 am - 3:00 pm	6.00	1	32
Instructional Strategies			
Osceola Carroll Smith Elementary			
269617 - Oct 23, 2015 8:00 am - 3:00 pm	6.00	1	32
Instructional Strategies			
Osceola North Inservice			
269618 - Oct 23, 2015 8:00 am - 3:00 pm	6.00	1	14
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Osceola STEM			
269619 - Oct 23, 2015 8:00 am - 3:00 pm	6.00	2	25
Instructional Strategies			
06GES Professional Development Day			
269708 - Oct 23, 2015 8:00 am - 3:00 pm	0.00	1	52
Valley View Schools-Special Education Curriculum Planning			
269976 - Oct 23, 2015 11:00 am - 3:30 pm	4.50	1	2
Curriculum Alignment,Educational Technology			
Marion School District--Tech--Brain Breaks			
266952 - Oct 26, 2015 3:30 pm - 4:30 pm	1.00	1	1
Educational Technology			
Close Reading			
269756 - Oct 26, 2015 8:30 am - 11:30 am	3.00	1	5
Close Reading			
269759 - Oct 26, 2015 12:00 pm - 3:00 pm	0.00	1	4
Instructional Facilitator Training			
265886 - Oct 27, 28, 2015 8:30 am - 3:30 pm	12.00	5	8
Building a Collaborative Learning Community,Instructional Leadership,Mentoring Coaching			
Employee Benefit Division (EBD) Updates			
268702 - Oct 27, 2015 10:00 am - 12:00 pm	2.00	33	45
Non-Curricular			
Update on the Improved State Network System			
269174 - Oct 27, 2015 9:00 am - 12:00 pm	0.00	9	11
Blytheville--PBIS			
269531 - Oct 27, 2015 3:30 pm - 5:30 pm	2.00	2	50
Classroom Management, Instructional Strategies			
Blytheville--Assessment for Learning			
270490 - Oct 27, 2015 8:00 am - 4:00 pm	0.00	1	8
Building a Collaborative Learning Community,Classroom Management,Instructional Leadership,Instructional Strategies			
TESS for Novice Teachers and New Administrators - Domain 3			
260815 - Oct 28, 2015 8:30 am - 3:30 pm	6.00	9	51
Systemic Change Process			
Cognitively Guided Instruction (CGI) Year 2, Day 5			
267441 - Oct 28, 2015 8:30 am - 3:30 pm	6.00	6	26
Arkansas Content Standards Frameworks,Instructional Strategies			
Marion School District-TESS 3 Hour Mandatory Law Training			
269843 - Oct 28, 2015 12:00 pm - 3:00 pm	3.00	1	5
Marion School District-TESS 3 Hour Mandatory Law Training			
269844 - Oct 28, 2015 8:00 am - 11:00 am	3.00	1	5

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Valley View Schools-Indistar Training for School Improvement 269975 - Oct 28, 2015 1:15 pm - 2:45 pm	1.50	1	3
Instructional Leadership			
Valley View Schools-District School Improvement Team Planning 269978 - Oct 28, 2015 12:00 pm - 1:00 pm	2.00	1	4
Systemic Change Process			
Marion School District--CPI Days 1 & 2 270091 - Oct 28, 2015 8:00 am - 3:00 pm	12.00	1	3
Non-Curricular			
Blytheville--Leadership Team Observation/Feedback 270480 - Oct 28, 2015 8:00 am - 4:00 pm	7.00	1	8
Building a Collaborative Learning Community, Classroom Management, Instructional Leadership, Instructional Strategies			
Valley View Schools-Pre-AP & Advanced Placement Planning 280276 - Oct 28, 2015 1:00 pm - 3:00 pm	2.00	1	13
Curriculum Alignment			
Valley View Schools-District Testing Accommodations Planning Meeting 280298 - Oct 28, 2015 9:00 am - 12:00 pm	3.00	1	9
Assessment			
ABC Hub Meeting 263222 - Oct 29, 2015 9:00 am - 2:30 pm	6.00	7	27
Building a Collaborative Learning Community			
Cognitively Guided Instruction (CGI) Year 2, Day 6 267442 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	6	25
Arkansas Content Standards Frameworks, Instructional Strategies			
Focus School Locally--Hired School Improvement Specialist Training 268327 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	6	25
Systemic Change Process			
Valley View Schools-Indistar Training for School Improvement 270006 - Oct 29, 2015 9:00 am - 11:00 am	2.00	1	10
Instructional Leadership			
ACT Aspire/5-E/Lesson Planning 270537 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	2	6
Arkansas Content Standards Frameworks, Assessment, Educational Technology, Instructional Strategies			
Close Reading 269761 - Oct 30, 2015 8:30 am - 11:30 am	0.00	1	6
Close Reading 269764 - Oct 30, 2015 12:00 pm - 3:00 pm	3.00	1	5
Trumann School District October 2015 Professional Development 269920 - Oct 30, 2015 7:30 am - 3:30 pm	6.00	4	143
Assessment, Classroom Management, Data Disaggregation, Instructional Strategies			
Marion School District--MES--Math Night 269491 - Nov 2, 2015 5:00 pm - 8:00 pm	3.00	2	14
Parental Involvement			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Reading Recovery Continuing Contact 269568 - Nov 2, 2015 8:30 am - 3:30 pm	6.00	5	8
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages			
MSD Leadership Team Meeting 271624 - Nov 2, 2015 9:30 am - 12:00 pm	2.50	1	16
Supervision			
Transition for Special Education 267954 - Nov 3, 2015 8:00 am - 3:00 pm	6.00	1	6
CRESC Paraprofessional Training - Literacy 265944 - Nov 4, 2015 8:30 am - 3:30 pm	6.00	12	23
Instructional Strategies			
Effective Literacy (ELF) Day 11 266494 - Nov 4, 2015 8:30 am - 3:30 pm	6.00	6	14
Common Core State Standards,Instructional Strategies			
2015-2016 Armored ACSIP Meetings 267762 - Nov 4, 2015 3:00 pm - 4:30 pm	1.50	1	22
2015-2016 Armored ACSIP Meetings 267770 - Nov 4, 2015 3:00 pm - 4:30 pm	1.50	1	19
HP Switch Configuration and Management 269236 - Nov 4, 2015 9:00 am - 2:00 pm	4.00	13	19
Non-Curricular			
Marion School District-504 Training 269778 - Nov 4, 2015 8:30 am - 11:00 am	2.50	1	17
Instructional Strategies			
Marion School District-ACT Aspire Accommodations Training 269780 - Nov 4, 2015 11:30 am - 3:00 pm	3.50	1	9
Instructional Strategies			
Child Nutrition ZOOM 262704 - Nov 5, 2015 12:45 pm - 4:00 pm	3.00	2	3
Non-Curricular			
Orange Chef PrepPad/iPad Training 269354 - Nov 5, 2015 3:00 pm - 4:00 pm	1.00	6	6
Instructional Strategies			
Blytheville--Student Advisory 269884 - Nov 5, 2015 3:30 pm - 5:30 pm	2.00	2	41
Advocacy Leadership,Building a Collaborative Learning Community,Classroom Management,Instructional Leadership,Instructional Strategies			
Osceola High School 270972 - Nov 5, 2015 3:30 pm - 5:30 pm	2.00	1	20
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
CRESC GT Coordinators' Meeting 266576 - Nov 6, 2015 8:30 am - 3:30 pm	6.00	12	14
Assessment			
Preparing Welding Students for the Workplace Teacher Training 268981 - Nov 6, 2015 8:30 am - 3:30 pm	6.00	12	12
Educational Technology			
Osceola District Leadership Team 282793 - Nov 10, 2015 3:00 pm - 4:00 pm	1.00	2	12
Transcript Training 268784 - Nov 11, 2015 9:00 am - 4:00 pm	6.00	3	3
Osceola North Pre-K 271000 - Nov 11, 2015 2:30 pm - 3:30 pm	1.00	1	5
Transcript Training 268785 - Nov 12, 2015 9:00 am - 4:00 pm	6.00	4	8
Blytheville--Education Community and Teen Trends and Issues 269325 - Nov 12, 2015 3:30 pm - 5:30 pm	2.00	2	38
Advocacy Leadership,Assessment,Building a Collaborative Learning Community,Classroom Management,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement			
Osceola High School 270998 - Nov 12, 2015 3:30 pm - 5:30 pm	2.00	1	21
Instructional Strategies			
Blytheville--Attends Ron Clark Academy 276673 - Nov 12, 2015 8:15 am - 4:00 pm	12.00	1	9
Classroom Management,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement			
Valley View Schools--Accelerated Reading Planning 280307 - Nov 12, 2015 9:00 am - 11:00 am	2.00	1	14
Curriculum Alignment			
Multisensory Structured Language Education (MSLE) Training, Year 1 (Days 10-11) 258138 - Nov 13, 14, 2015 8:00 am - 4:00 pm	12.00	16	19
Assessment,Building a Collaborative Learning Community,Instructional Strategies			
CRESC Teacher Center Committee Meeting 267608 - Nov 13, 2015 12:30 pm - 3:00 pm	2.50	8	8
Arkansas Content Standards Frameworks,Data Disaggregation,Instructional Strategies			
CRESC Curriculum Coordinators' Meeting 267609 - Nov 13, 2015 9:00 am - 12:00 pm	3.00	13	13
Everything You Have Wanted to Ask a Behavior Specialist 270030 - Nov 13, 2015 9:00 am - 1:00 pm	4.00	13	22
Data Disaggregation			
Marion School District--Test Coordinators: ADE PARCC Score Report Webinar 270108 - Nov 13, 2015 8:00 am - 12:00 pm	4.00	1	8
Assessment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Bay PLC			
271080 - Nov 13, 2015 2:00 pm - 3:00 pm	1.00	1	15
Building a Collaborative Learning Community			
BLYTHEVILLE--PARCC			
276914 - Nov 13, 2015 8:30 am - 11:30 am	3.00	2	7
Assessment, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Non-Curricular			
CRESC - ACT Aspire Technology Training			
267550 - Nov 16, 2015 9:00 am - 3:00 pm	6.00	18	55
Assessment, Educational Technology			
Blytheville--FOCUS			
270929 - Nov 16, 2015 3:15 pm - 4:15 pm	1.00	1	52
Assessment, Data Disaggregation, Instructional Leadership, Instructional Strategies, Parental Involvement, Principles of Learning Developmental Stages			
CRESC Paraprofessional Training - Low Incidence			
265946 - Nov 17, 2015 8:30 am - 3:30 pm	6.00	10	17
Instructional Strategies			
Focus School Locally--Hired School Improvement Specialist Training			
268345 - Nov 17, 2015 8:30 am - 3:30 pm	6.00	5	13
Systemic Change Process			
Instructional Facilitator Training			
268975 - Nov 17, 2015 8:30 am - 3:30 pm	6.00	3	3
Building a Collaborative Learning Community, Instructional Leadership, Mentoring Coaching			
Blytheville--Professional Learning Communities (PLCs)			
269246 - Nov 17, 2015 3:30 pm - 5:30 pm	2.00	1	70
Building a Collaborative Learning Community, Instructional Leadership, Instructional Strategies			
ABC Hub Meeting			
263223 - Nov 18, 2015 9:00 am - 2:30 pm	6.00	4	23
Building a Collaborative Learning Community			
Superintendents' Meeting			
270582 - Nov 18, 2015 11:30 am - 12:30 pm	1.00	17	23
Non-Curricular			
Erate Workshop			
269273 - Nov 19, 2015 9:00 am - 3:00 pm	6.00	15	18
Non-Curricular			
CRESC - ACT Aspire Technology Training			
270086 - Nov 19, 2015 9:00 am - 3:00 pm	6.00	9	23
Assessment, Educational Technology			
Blytheville--FOCUS			
271263 - Nov 19, 2015 3:30 pm - 5:30 pm	2.00	1	36
Assessment, Data Disaggregation, Instructional Leadership, Instructional Strategies, Parental Involvement, Principles of Learning Developmental Stages			
TESS for Novice Teachers and New Administrators - Domain 1 and 4			
260819 - Nov 20, 2015 8:30 am - 3:30 pm	6.00	6	43
Systemic Change Process			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Classroom Management (1 day)			
270215 - Nov 20, 2015 8:30 am - 3:30 pm	6.00	2	10
Classroom Management			
Valley View Schools-Data Disaggregation			
285492 - Nov 23, 24, 2015 8:00 am - 3:30 pm	12.00	1	1
Data Disaggregation			
Gosnell Instructional Leadership Team Meeting			
271145 - Nov 24, 2015 9:00 am - 12:00 pm	3.00	1	9
MSD Leadership Team Meeting			
271628 - Nov 30, 2015 9:30 am - 10:30 am	1.00	1	8
Supervision			
CRESC Elementary Quiz Bowl Tournament			
268123 - Dec 1, 2015 8:30 am - 3:30 pm	6.00	15	23
Non-Curricular			
Focus School Locally--Hired School Improvement Specialist Training			
268347 - Dec 1, 2015 8:30 am - 3:30 pm	6.00	7	14
Systemic Change Process			
Osceola Carroll Smith Elementary			
271481 - Dec 1, 2015 2:00 pm - 3:30 pm	1.50	1	26
Instructional Strategies			
Osceola High School			
271482 - Dec 1, 2015 3:00 pm - 4:30 pm	1.50	1	27
Instructional Strategies			
Osceola North Inservice			
271484 - Dec 1, 2015 1:30 pm - 2:30 pm	1.50	1	16
Instructional Strategies			
Osceola STEM			
271486 - Dec 1, 2015 2:30 pm - 3:30 pm	1.50	1	23
Instructional Strategies			
BLYTHEVILLE--AR Mental Health in Education Assn			
278483 - Dec 1, 2015 8:30 am - 3:30 pm	6.00	1	7
Assessment,Classroom Management,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Mathematics Design Collaborative (MDC) Algebra Training - Day 5			
258692 - Dec 2, 2015 8:30 am - 3:30 pm	6.00	6	15
Common Core State Standards,Instructional Strategies			
2015-2016 Armored ACSIP Meetings			
267763 - Dec 2, 2015 3:00 pm - 4:30 pm	1.50	1	22
2015-2016 Armored ACSIP Meetings			
267769 - Dec 2, 2015 3:00 pm - 4:30 pm	1.50	1	15
The DATA Collection Workshop			
269035 - Dec 2, 2015 9:00 am - 4:00 pm	6.00	10	28
Data Disaggregation			

140

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
New Science Standards - Overview			
271848 - Dec 2, 2015 8:30 am - 11:30 am	3.00	2	3
Arkansas Content Standards Frameworks, Instructional Strategies			
Child Nutrition ZOOM			
262706 - Dec 3, 2015 12:45 pm - 4:00 pm	3.00	2	2
Non-Curricular			
Cognitively Guided Instruction (CGI) Year 3, Day 4			
267454 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	8	29
Arkansas Content Standards Frameworks, Instructional Strategies			
Literacy Design Collaborative (LDC) Training - Day 5			
267841 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	4	20
Common Core State Standards, Instructional Strategies			
Lifelines Intervention: Helping a Student At Risk for Suicide			
268121 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	8	12
Building a Collaborative Learning Community			
Valley View Schools - Admin/Counselors Planning Meeting on PARCC Results, Assessment, & Dyslexia			
272563 - Dec 3, 2015 9:00 am - 11:30 am	2.50	1	16
Cognitively Guided Instruction (CGI) Year 3, Day 5			
267455 - Dec 4, 2015 8:30 am - 3:30 pm	6.00	8	30
Arkansas Content Standards Frameworks, Instructional Strategies			
HEALTH AND DUE PROCESS			
269311 - Dec 4, 2015 8:30 am - 3:30 pm	6.00	2	28
Non-Curricular			
Osceola CSE CKLA - Amplify Insight			
272142 - Dec 7, 2015 8:00 am - 2:30 pm	6.00	1	3
Instructional Leadership			
Valley View Schools-PBIS Workshop			
272559 - Dec 7, 2015 3:30 pm - 4:30 pm	1.00	1	4
Systemic Change Process			
MSD Leadership Team Meeting			
277026 - Dec 7, 2015 9:30 am - 12:00 pm	2.50	1	15
Supervision			
Physical Restraint Training - Re-Certification			
271023 - Dec 8, 2015 8:30 am - 3:30 pm	6.00	1	4
Osceola CSE Skills Navigator			
272147 - Dec 8, 2015 2:00 pm - 3:00 pm	1.00	1	6
Osceola Aspire Readiness			
272150 - Dec 8, 2015 8:00 am - 3:00 pm	6.00	2	10
Osceola District Leadership Team			
282794 - Dec 8, 2015 3:00 pm - 4:00 pm	1.00	2	15

141

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Notice of Conference and Due Process Timelines			
271508 - Dec 9, 2015 8:30 am - 3:30 pm	6.00	1	8
Non-Curricular			
Osceola High School			
272218 - Dec 9, 2015 3:30 pm - 5:30 pm	2.00	1	23
Instructional Strategies			
Blytheville--School Safety			
270965 - Dec 10, 2015 3:30 pm - 4:30 pm	1.00	1	46
Classroom Management			
Focus,Connect,Act!			
Personalized Learning for all Students			
271302 - Dec 10, 2015 8:30 am - 3:30 pm	6.00	4	9
Advocacy Leadership,Instructional Leadership,Systemic Change Process			
Osceola Carroll Smith Elementary			
273062 - Dec 10, 2015 2:30 pm - 3:30 pm	1.00	1	8
Instructional Strategies			
Osceola Carroll Smith Elementary			
273067 - Dec 10, 2015 9:30 am - 11:00 am	0.50	1	7
Instructional Strategies			
Blytheville--Parental Involvement			
286778 - Dec 10, 2015 2:30 pm - 3:30 pm	1.00	1	9
Parental Involvement			
PCM Recertification			
271104 - Dec 11, 2015 8:30 am - 3:30 pm	6.00	6	9
Classroom Management			
Osceola High School			
272220 - Dec 11, 2015 5:00 pm - 7:00 pm	30.00	1	20
Instructional Strategies			
Reading Recovery Continuing Contact			
269570 - Dec 14, 2015 8:30 am - 3:30 pm	6.00	5	8
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages			
Physical Restraint Training			
271026 - Dec 14, 15, 16, 2015 8:30 am - 3:00 pm	18.00	1	5
Osceola Carroll Smith Elementary			
273031 - Dec 14, 2015 10:30 am - 11:30 am	1.00	1	6
Instructional Strategies			
APSCN Calendar Year End			
271461 - Dec 15, 2015 9:00 am - 12:00 pm	3.00	22	43
Fiscal Management			
Gosnell Instructional Leadership Team Meeting			
272231 - Dec 15, 2015 9:00 am - 12:00 pm	3.00	1	8

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
CRESC District Tech Meeting			
272546 - Dec 16, 2015 9:00 am - 3:30 pm	6.00	12	12
Educational Technology			
Professional Crisis Management (PCM) Certification Training			
272571 - Dec 16, 2015 8:00 am - 4:00 pm	7.00	1	5
Building a Collaborative Learning Community			
Osceola Carroll Smith Elementary			
273030 - Dec 16, 2015 9:30 am - 11:30 am	1.00	1	9
Instructional Strategies			
Gosnell PLC Meetings (1st Semester)			
265533 - Dec 18, 2015 8:00 am - 3:00 pm	6.00	1	45
Building a Collaborative Learning Community			
Valley View Schools-Literacy Planning			
276792 - Dec 18, 2015 8:00 am - 11:00 am	3.00	1	10
Common Core State Standards			
Valley View Schools-Mathematics Curriculum Planning			
276793 - Dec 18, 2015 8:00 am - 11:00 am	3.00	1	7
Common Core State Standards, Curriculum Alignment, Educational Technology			
Marion School District-Autism Spectrum Disorder: Helping the High Functioning Student			
268515 - Jan 4, 2016 8:00 am - 11:30 am	3.50	1	46
Cognitive Research			
Marion School District-Autism Spectrum Disorder: Helping the High Functioning Student			
268518 - Jan 4, 2016 8:00 am - 11:30 am	3.50	2	37
Cognitive Research			
Marion School District-Autism Spectrum Disorder: Helping the High Functioning Student			
268520 - Jan 4, 2016 8:00 am - 11:30 am	3.50	1	42
Cognitive Research			
Marion School District-ALICE: How to Respond to an Active Shooter Event			
268525 - Jan 4, 2016 1:00 pm - 3:30 pm	2.50	1	46
Building a Collaborative Learning Community			
Marion School District-ALICE: How to Respond to an Active Shooter Event			
268527 - Jan 4, 2016 1:00 pm - 3:30 pm	2.50	2	40
Building a Collaborative Learning Community			
Marion School District-ALICE: How to Respond to an Active Shooter Event			
268528 - Jan 4, 2016 1:00 pm - 3:30 pm	2.50	2	42
Building a Collaborative Learning Community			
CRESC - APSCN Financial Bookkeeper Training			
271842 - Jan 4, 2016 9:00 am - 4:00 pm	6.00	21	30
Non-Curricular			
Blytheville--Classroom Management			
272110 - Jan 4, 2016 8:00 am - 3:00 pm	6.00	2	52
Classroom Management, Instructional Leadership, Instructional Strategies			
Blytheville--ACT Aspire			
272160 - Jan 4, 2016 8:00 am - 3:00 pm	6.00	1	65
Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--FOCUS			
272226 - Jan 4, 2016 8:00 am - 3:00 pm	6.00	2	57
Assessment,Data Disaggregation,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Blytheville--ACT Aspire			
272230 - Jan 4, 2016 8:00 am - 3:00 pm	6.00	1	39
Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies			
Marion School District--Secondary--Highly Effective Questioning Techniques			
272372 - Jan 4, 2016 8:00 am - 3:00 pm	6.00	2	142
Instructional Strategies			
Marion School District--Autism Spectrum Disorder: Helping the High Functioning Student			
272539 - Jan 4, 2016 8:00 am - 11:30 am	3.50	2	6
Cognitive Research			
Blytheville--Health & Wellness			
273456 - Jan 4, 2016 8:00 am - 10:00 am	2.00	1	13
Health Physical Activity			
Blytheville--Health & Wellness			
273481 - Jan 4, 2016 10:00 am - 12:00 pm	2.00	1	14
Health Physical Activity			
Blytheville--Physical Education ADE			
273487 - Jan 4, 2016 1:00 pm - 3:00 pm	2.00	1	13
Common Core State Standards,CPR,Curriculum Alignment,Instructional Leadership			
Osceola District Leadership Team			
282428 - Jan 5, 2016 3:00 pm - 4:00 pm	1.00	1	15
Marion School District--ELPA21 Webinar			
272177 - Jan 7, 2016 1:00 pm - 3:30 pm	2.50	1	9
Assessment			
Osceola High School			
273023 - Jan 7, 2016 3:30 pm - 5:30 pm	2.00	1	22
Instructional Strategies			
Blytheville--Literacy/Technology			
278646 - Jan 7, 2016 3:30 pm - 4:30 pm	1.00	1	13
Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			
Marion School District--MMS--Enrichment Planning			
272664 - Jan 8, 2016 8:00 am - 3:00 pm	6.00	1	5
Building a Collaborative Learning Community			
CRESC - ACT Aspire Administration Training			
267597 - Jan 11, 2016 8:30 am - 3:30 pm	6.00	22	43
Assessment			
06GES Close Reading			
273128 - Jan 12, 2016 12:00 pm - 3:00 pm	0.00	1	12
06GES Close Reading			
273131 - Jan 12, 2016 8:30 am - 11:00 am	0.00	1	6

144

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BLYTHEVILLE--INTERNAL COHERENCE			
286848 - Jan 12, 2016 8:00 am - 3:00 pm	12.00	2	4
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Valley View Schools-Professional Crisis Management Re-Certification			
280471 - Jan 13, 2016 8:00 am - 11:00 am	3.00	1	5
Classroom Management			
Valley View Schools-Building Test Coordinator Training & Planning			
280510 - Jan 13, 2016 9:00 am - 1:00 pm	4.00	1	6
Assessment			
CRESC GT Coordinators' Meeting			
266577 - Jan 14, 2016 8:30 am - 3:30 pm	6.00	12	14
Assessment			
Marion School District-MMS-PBS Digital Innovator Teacher Training			
271572 - Jan 15, 2016 3:30 pm - 4:30 pm	1.00	1	31
Educational Technology			
Blytheville--Barton Reading & Spelling Program			
273050 - Jan 16, 2016 8:00 am - 3:00 pm	7.50	1	4
Instructional Leadership, Instructional Strategies			
Trumann School District Professional Development 01/18/16			
273485 - Jan 18, 2016 7:30 am - 3:30 pm	6.00	3	145
Advocacy Leadership,Assessment,Common Core State Standards,Data Disaggregation,Educational Technology,Instructional Strategies			
Valley View Schools-Curriculum Work			
280590 - Jan 18, 2016 8:00 am - 3:30 pm	6.00	1	5
Curriculum Alignment			
IT Academy: Hands-On Basic Instruction, Troubleshooting, and Question Session			
271734 - Jan 19, 2016 8:30 am - 3:30 pm	6.00	10	11
Educational Technology			
BPS District -- State Assessment Training for Test Coordinators			
273683 - Jan 19, 2016 8:30 am - 3:30 pm	6.00	1	7
Assessment,Educational Technology			
Classroom Management (1 day)			
275134 - Jan 19, 2016 8:30 am - 3:30 pm	6.00	3	10
Classroom Management			
Valley View Schools-ACT Aspire Test Administrator Training			
280546 - Jan 19, 2016 3:15 pm - 4:15 pm	1.00	1	51
Assessment			
Blytheville--Parental Involvement			
287172 - Jan 19, 2016 2:30 pm - 3:30 pm	1.00	1	7
Parental Involvement			
Marion School District-ALICE: How to Respond to an Active Shooter Event			
273124 - Jan 20, 2016 3:45 pm - 4:45 pm	1.00	3	122
Building a Collaborative Learning Community			

145

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Oral Language Development for K-2 Teachers			
274303 - Jan 20, 2016 1:30 pm - 3:30 pm	2.00	1	8
Instructional Strategies			
Valley View Schools-ACT Aspire Portal Functionality & Use			
280560 - Jan 20, 2016 9:00 am - 11:00 am	2.00	1	6
Assessment			
Remix Consultations			
274301 - Jan 21, 2016 10:00 am - 12:00 pm	2.00	3	5
Next Year Database Setups			
272320 - Jan 25, 2016 9:00 am - 4:00 pm	6.00	5	5
Non-Curricular			
06GES Step Up to Writing Workshop			
273942 - Jan 25, 2016 8:00 am - 11:00 am	0.00	1	8
06GES Step Up to Writing Workshop			
273952 - Jan 25, 2016 12:00 pm - 3:00 pm	0.00	1	6
Science: Lesson Planning			
275300 - Jan 25, 2016 8:30 am - 3:30 pm	6.00	2	5
Instructional Strategies			
CRESC Teacher Center Committee Meeting			
271148 - Jan 26, 2016 9:00 am - 2:00 pm	5.00	14	14
Arkansas Content Standards Frameworks,Data Disaggregation,Instructional Strategies			
Next Year Database Setups			
272321 - Jan 26, 2016 9:00 am - 4:00 pm	6.00	4	6
Non-Curricular			
06GES Step Up to Writing Workshop			
273953 - Jan 26, 2016 8:00 am - 11:00 am	0.00	1	10
06GES Step Up to Writing Workshop			
273954 - Jan 26, 2016 12:00 pm - 3:00 pm	0.00	1	9
Blytheville--DYSLEXIA			
274231 - Jan 26, 2016 3:30 pm - 4:30 pm	1.00	2	49
Assessment,Common Core State Standards,Health Physical Activity,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Blytheville--Ron Clark Strategies in the School & Classroom			
288448 - Jan 26, 2016 3:30 pm - 4:30 pm	1.00	1	1
Classroom Management,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement,Principles of Learning Developmental Stages,Supervision			
ABC Hub Meeting			
263224 - Jan 27, 2016 9:00 am - 2:30 pm	6.00	4	22
Building a Collaborative Learning Community			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Next Year Database Setups			
272322 - Jan 27, 2016 9:00 am - 4:00 pm	6.00	3	3
Non-Curricular			
Marion School District--MJHS-ALICE Training In Building			
273919 - Jan 27, 2016 3:45 pm - 4:45 pm	1.00	1	41
Non-Curricular			
Dyslexia: To Screen or Not to Screen			
269330 - Jan 28, 2016 8:30 am - 3:30 pm	6.00	8	19
Assessment			
Next Year Database Setups			
272323 - Jan 28, 2016 9:00 am - 4:00 pm	6.00	4	6
Non-Curricular			
Superintendents' Meeting			
273531 - Jan 28, 2016 10:30 am - 12:30 pm	2.00	17	19
Non-Curricular			
LDC Work Day			
273926 - Jan 28, 2016 8:00 am - 3:00 pm	6.00	1	1
Common Core State Standards, Curriculum Alignment			
06GES Step Up to Writing Workshop			
273972 - Jan 28, 2016 12:00 pm - 3:00 pm	0.00	1	7
Osceola High School			
274721 - Jan 28, 2016 3:30 pm - 5:30 pm	2.00	2	20
Instructional Strategies			
Blytheville--Curriculum Development			
284482 - Jan 28, 2016 3:30 pm - 4:30 pm	1.00	2	13
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			
Gosnell Instructional Leadership Team Meeting			
274515 - Jan 29, 2016 9:00 am - 12:00 pm	3.00	1	8
Blended Learning ReBoot Camp for District Leaders			
247040 - Feb 2, 2016 9:00 am - 12:00 pm	3.00	3	7
Advocacy Leadership, Educational Technology, Instructional Strategies			
Gosnell SEAS CLASS Webinar			
274931 - Feb 2, 2016 12:30 pm - 3:30 pm	3.00	1	11
BLYTHEVILLE--ELPA 21 Test Administration Training			
288749 - Feb 2, 2016 1:30 pm - 2:30 pm	1.00	1	5
Assessment, Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies			
2015-2016 Armored ACSIP Meetings			
267764 - Feb 3, 2016 3:00 pm - 4:30 pm	1.50	2	22
2015-2016 Armored ACSIP Meetings			
267771 - Feb 3, 2016 3:00 pm - 4:30 pm	1.50	1	19

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
ACSIP Statewide Field Test Workday 273272 - Feb 3, 2016 9:00 am - 3:00 pm	6.00	8	15
Advocacy Leadership,Supervision			
SCOLIOSIS SCREENING CERTIFICATION FOR NEW SCHOOL NURSES 274189 - Feb 3, 2016 8:30 am - 12:00 pm	3.50	8	8
Health Physical Activity			
Obesity Prevention Education and Body Mass Index (BMI) Training for New School Nurses 274190 - Feb 3, 2016 12:30 pm - 3:00 pm	2.50	6	6
Health Physical Activity			
"01 ESD"-Data Analysis 274871 - Feb 3, 2016 8:30 am - 3:30 pm	1.00	1	18
Building a Collaborative Learning Community,Data Disaggregation			
Child Nutrition ZOOM 262707 - Feb 4, 2016 12:45 pm - 4:00 pm	3.00	5	8
Non-Curricular			
Employee Benefit Division (EBD) Updates 273564 - Feb 4, 2016 10:00 am - 12:00 pm	2.00	25	30
Non-Curricular			
BLYTHERVILLE--SCHOOL CULTURE 273731 - Feb 4, 2016 3:30 pm - 3:45 pm	2.00	1	36
Building a Collaborative Learning Community,Classroom Management,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement,Principles of Learning Developmental Stages			
APSCN Financial 1095C Workshop 274753 - Feb 4, 2016 8:30 am - 3:30 pm	4.00	20	26
Fiscal Management			
Osceola High School 275727 - Feb 4, 2016 3:30 pm - 5:30 pm	2.00	1	19
Instructional Strategies			
Blytheville--DIFFERENTIATION 278637 - Feb 4, 2016 3:30 pm - 5:00 pm	1.50	1	7
Arkansas Content Standards Frameworks,Classroom Management,Common Core State Standards,Instructional Leadership,Instructional Strategies			
Valley View Schools-ACT Aspire Test Administrator Training 280562 - Feb 4, 2016 1:00 pm - 3:00 pm	2.00	1	18
Assessment			
Extending Children's Mathematics, Year 1 - Day 7 273235 - Feb 5, 2016 8:30 am - 3:30 pm	6.00	6	25
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Blytheville--Ethics 276742 - Feb 5, 2016 3:30 pm - 4:30 pm	1.00	1	1
Non-Curricular			
Reading Recovery Continuing Contact 269571 - Feb 8, 2016 8:30 am - 3:30 pm	6.00	5	9
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
MSD Leadership Team Meeting 277025 - Feb 8, 2016 9:30 am - 12:00 pm	2.50	1	15
Supervision			
CRESC - TESS Support Session for PRINCIPALS 272205 - Feb 9, 2016 8:30 am - 11:30 am	3.00	15	34
Arkansas Content Standards Frameworks,Assessment,Instructional Strategies			
CRESC - LEADS Support Session for SUPERINTENDENTS 272224 - Feb 9, 2016 12:30 pm - 3:30 pm	3.00	8	11
Arkansas Content Standards Frameworks,Assessment			
Extending Children's Mathematics, Year 2 - Day 7 273247 - Feb 9, 2016 8:30 am - 3:30 pm	6.00	8	13
Common Core State Standards,Instructional Strategies			
Blytheville--Professional Learning Communities (PLCs) 275232 - Feb 9, 2016 3:30 pm - 5:30 pm	2.00	1	66
Building a Collaborative Learning Community, Instructional Leadership, Instructional Strategies			
BLYTHEVILLE--K-12 Comprehensive Guidance 275364 - Feb 9, 2016 3:30 pm - 5:30 pm	2.00	1	5
Instructional Strategies,Non-Curricular,Parental Involvement			
Blytheville--Classroom Management 276659 - Feb 9, 2016 3:30 pm - 5:00 pm	1.50	1	14
Classroom Management, Instructional Leadership, Instructional Strategies			
Osceola District Leadership Team 282431 - Feb 9, 2016 3:00 pm - 4:00 pm	1.00	2	14
BLYTHEVILLE--ELPA 21 Test Administration Training 288372 - Feb 9, 2016 9:00 am - 10:00 am	1.00	1	7
Assessment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies			
Mathematics Design Collaborative (MDC) Geometry Training - Day 6 258694 - Feb 10, 2016 8:30 am - 3:30 pm	6.00	6	15
Assessment,Instructional Strategies			
Extending Children's Mathematics, Year 1 - Day 6 273242 - Feb 10, 2016 8:30 am - 3:30 pm	6.00	8	26
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Marion School District--MMS--A.L.I.C.E. Training Part 2--MMS Building 274740 - Feb 10, 2016 3:30 pm - 4:30 pm	1.00	1	37
Non-Curricular			
Marion School District--MJHS--Career Action Planning: Training for Teachers 275050 - Feb 10, 2016 3:15 pm - 5:15 pm	2.00	1	35
Parental Involvement			
Osceola Carroll Smith Elementary 282409 - Feb 10, 2016 12:30 pm - 3:00 pm	2.50	2	8
Instructional Strategies			
Literacy Design Collaborative (LDC) Training - Day 6 267844 - Feb 11, 2016 8:30 am - 3:30 pm	6.00	4	13
Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Standards Based IEP Training/Annual Review Training			
271307 - Feb 11, 2016 8:30 am - 3:30 pm	6.00	2	16
Assessment,Common Core State Standards			
Extending Children's Mathematics, Year 1 - Day 7			
273243 - Feb 11, 2016 8:30 am - 3:30 pm	6.00	8	27
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Blytheville--Literacy			
276654 - Feb 11, 2016 3:30 pm - 5:00 pm	1.50	2	15
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Mentoring Coaching			
Osceola Carroll Smith Elementary			
282412 - Feb 11, 2016 12:30 pm - 3:00 pm	2.50	2	7
Instructional Strategies			
Osceola High School			
282424 - Feb 11, 2016 3:30 pm - 5:30 pm	2.00	2	16
Instructional Strategies			
"01 ESD"-Data Analysis			
274983 - Feb 12, 2016 8:30 am - 3:30 pm	1.00	1	20
Building a Collaborative Learning Community,Data Disaggregation			
Math/Science- Alignment of Standards			
275426 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	1	36
Curriculum Alignment			
MicroSociety- Unit Evaluation and Development			
275428 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	2	25
HWES- Assessment, Grades and RTI			
275430 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	1	30
Pre-K: Providing Therapy and the Law			
275432 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	2	37
JKC- Evaluation of Curriculum and Classroom Management			
275434 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	1	36
JHS- Assessment, PBL, Close Reading, Technology			
275436 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	1	59
MacArthur: Assessment, Close Reading, PBL, Technology			
275438 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	2	32
Annie Camp- Curriculum Planning and Alignment			
275474 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	1	39
International Studies: Writing Curriculum and Assessments.			
275502 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	2	22

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Visual & Performing Arts: TESS and Alice Training 275631 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	2	34
"01 ESD" Instructional Planning 275782 - Feb 12, 2016 8:00 am - 3:00 pm	6.00	1	15
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
Due Process Training 280423 - Feb 12, 2016 8:30 am - 3:30 pm	6.00	1	13
Assessment			
Valley View Schools-ACT Aspire Test Administrator Training 280550 - Feb 12, 2016 3:15 pm - 4:15 pm	1.00	1	47
Assessment			
BLYTHEVILLE--ELPA 21 Test Administration Training 288845 - Feb 15, 2016 9:00 am - 10:00 am	1.00	1	2
Assessment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies			
Kindergarten Transition Meeting 273250 - Feb 16, 2016 1:00 pm - 4:00 pm	3.00	18	63
Non-Curricular			
Gosnell Behavior Assessment Training: VB-MAPP 273957 - Feb 16, 2016 8:00 am - 3:00 pm	6.00	1	5
New AR K-12 Science Standards 278777 - Feb 16, 2016 10:00 am - 11:00 am	1.00	1	5
Arkansas Content Standards Frameworks,Instructional Strategies			
Blytheville--Technology 279543 - Feb 16, 2016 3:30 pm - 5:00 pm	1.50	1	16
Educational Technology			
Blytheville--Technology 279574 - Feb 16, 2016 3:30 pm - 5:00 pm	1.50	2	17
Educational Technology			
CRESC Curriculum Coordinators' Meeting 271146 - Feb 17, 2016 9:00 am - 2:00 pm	5.00	13	14
"01 ESD" Instructional Strategies 276382 - Feb 17, 2016 1:45 pm - 3:30 pm	2.00	1	23
Instructional Strategies			
Marion School District--MHS--Active shooter training 276529 - Feb 17, 2016 3:30 pm - 4:30 pm	1.00	1	57
Non-Curricular			
Marion School District-ALICE: How to Respond to an Active Shooter Event 277135 - Feb 17, 2016 1:30 pm - 3:00 pm	1.50	1	15
Building a Collaborative Learning Community			
Science: Lesson Planning and the 5E 278772 - Feb 17, 2016 8:30 am - 3:30 pm	6.00	2	6
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Crowley's Ridge Transportation Association Meeting 278785 - Feb 17, 2016 11:00 am - 1:00 pm	2.00	3	3
Non-Curricular			
Blytheville--New Tech Network 281050 - Feb 17, 2016 3:30 pm - 5:30 pm	2.00	1	19
Common Core State Standards, Instructional Leadership, Instructional Strategies, Systemic Change Process			
Focus School Locally--Hired School Improvement Specialist Training 268349 - Feb 18, 2016 8:30 am - 3:30 pm	6.00	3	4
Systemic Change Process			
BLYTHEVILLE--Google Apps for Education 276888 - Feb 18, 2016 3:30 pm - 5:00 pm	1.50	1	14
BLYTHEVILLE--Google Apps for Education 276895 - Feb 18, 2016 3:30 pm - 5:00 pm	1.50	1	13
Marion School District--ALICE: How to Respond to an Active Shooter Event 277139 - Feb 18, 2016 2:00 pm - 3:00 pm	1.00	1	6
Building a Collaborative Learning Community			
Valley View Schools--District School Improvement Team Planning 278222 - Feb 18, 2016 1:00 pm - 3:00 pm	0.00	1	4
Systemic Change Process			
Valley View Schools--Parental Involvement 280806 - Feb 18, 2016 1:30 pm - 2:30 pm	1.00	1	47
Parental Involvement			
Multisensory Structured Language Education (MSLE) Training, Year 1 (Days 12-13) 258140 - Feb 19, 20, 2016 8:00 am - 4:00 pm	12.00	15	18
Assessment, Building a Collaborative Learning Community, Instructional Strategies			
Blytheville--Curriculum Alignment 281091 - Feb 19, 2016 3:30 pm - 5:30 pm	2.00	1	5
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Gosnell VB-MAPP Assessment Training 276406 - Feb 22, 2016 9:00 am - 12:00 pm	3.00	1	4
Marion School District--MHS--CAP Training 276639 - Feb 22, 2016 8:00 am - 3:30 pm	1.00	1	44
Parental Involvement			
Marion School District--ALICE: How to Respond to an Active Shooter Event 278306 - Feb 22, 2016 1:00 pm - 3:30 pm	1.50	1	12
Building a Collaborative Learning Community			
Blytheville--Technology 282114 - Feb 22, 2016 3:30 pm - 4:30 pm	1.00	1	6
Educational Technology			
Blytheville--Technology 283567 - Feb 22, 2016 3:30 pm - 4:30 pm	1.00	1	13
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
CRESC Paraprofessional Training - Secondary Module 265948 - Feb 23, 2016 8:30 am - 3:30 pm	6.00	9	20
Instructional Strategies			
ACT Aspire for Math Teachers Grades 3-10 273579 - Feb 23, 2016 8:30 am - 11:30 am	3.00	12	29
Assessment, Educational Technology, Instructional Strategies			
ACT Aspire for Math Teachers Grades 3-10 275206 - Feb 23, 2016 12:30 pm - 3:30 pm	3.00	9	27
Assessment, Educational Technology, Instructional Strategies			
CPR and FIRST AID for PARAPROFESSIONALS 278768 - Feb 23, 2016 4:00 pm - 7:00 pm	3.00	5	8
CPR, Health Physical Activity			
Blytheville--Disproportionality in Special Education 279667 - Feb 23, 2016 8:30 am - 3:30 pm	8.50	1	4
Assessment, Classroom Management, Data Disaggregation, Instructional Leadership, Instructional Strategies, Parental Involvement, Principles of Learning Developmental Stages			
Blytheville--ACT Aspire 281096 - Feb 23, 2016 3:30 pm - 4:30 pm	1.00	1	10
Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies			
Blytheville--Math Training 283574 - Feb 23, 2016 3:30 pm - 4:30 pm	1.00	1	10
Instructional Strategies			
Blytheville--Technology Integration Training 283576 - Feb 23, 2016 3:30 pm - 4:30 pm	0.00	1	7
Educational Technology			
Superintendents' Meeting 275504 - Feb 24, 2016 10:30 am - 12:30 pm	2.00	18	23
Non-Curricular			
"01 ESD" TESS or CWT Observations 277178 - Feb 24, 2016 8:00 am - 3:30 pm	1.00	2	20
Instructional Leadership, Supervision, Systemic Change Process			
Blytheville--Literacy 281044 - Feb 24, 2016 3:30 pm - 5:30 pm	2.00	1	8
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Mentoring Coaching			
Blytheville--ACT Aspire 281097 - Feb 24, 2016 3:30 pm - 4:30 pm	1.00	1	4
Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies			
Blytheville--Behavior Intervention 283577 - Feb 24, 2016 3:30 pm - 4:30 pm	1.00	2	22
Classroom Management, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Technology 284508 - Feb 24, 2016 3:30 pm - 4:30 pm	1.00	1	8
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Due Process			
288445 - Feb 24, 2016 3:30 pm - 4:30 pm	1.00	1	1
Arkansas Content Standards Frameworks, Assessment, Data Disaggregation, Educational Technology, Instructional Strategies			
CRESC District Tech Meeting			
275826 - Feb 25, 2016 9:00 am - 3:30 pm	6.00	9	10
Educational Technology			
Blytheville--ACT Aspire Test Preparation			
277210 - Feb 25, 2016 3:30 pm - 5:30 pm	2.00	1	44
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Educational Technology,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process			
Gosnell Instructional Leadership Team Meeting			
278346 - Feb 25, 2016 9:00 am - 12:00 pm	3.00	1	9
Valley View Schools--ACT Aspire Test Administrator Training			
281129 - Feb 25, 2016 3:30 pm - 4:30 pm	1.00	1	59
Assessment			
Blytheville--Technology			
284497 - Feb 25, 2016 3:30 pm - 4:30 pm	1.00	2	9
Educational Technology			
Blytheville--DATA Disaggregation			
284514 - Feb 25, 2016 3:30 pm - 4:30 pm	1.00	1	6
Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies			
Blytheville--Self-Assessment/Success Gap Rubric			
285014 - Feb 25, 2016 2:00 pm - 3:00 pm	1.00	2	8
Assessment,Building a Collaborative Learning Community,Classroom Management,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Blytheville--Self-Assessment/Success Gap Rubric			
285038 - Feb 25, 2016 3:30 pm - 4:30 pm	1.00	1	10
Assessment,Building a Collaborative Learning Community,Classroom Management,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Transition for Special Education (Session 2)			
271028 - Feb 26, 2016 9:00 am - 3:00 pm	5.00	2	7
Cognitively Guided Instruction (CGI) Year 1, Day 7			
273300 - Feb 26, 2016 8:30 am - 3:30 pm	6.00	10	27
Instructional Strategies			
Valley View Schools--Dyslexia Intervention & Screenings			
278879 - Feb 26, 2016 9:00 am - 12:00 pm	3.00	1	8
Instructional Strategies			
Valley View Schools--Course Offerings/College & Career Planning			
280569 - Feb 26, 2016 1:00 pm - 3:00 pm	2.00	1	7
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Cognitively Guided Instruction (CGI) Year 1, Day 7			
273302 - Feb 29, 2016 8:30 am - 3:30 pm	6.00	5	21
Instructional Strategies			
Marion School District--MJHS--ASPIRE Test Training Technology			
276331 - Feb 29, 2016 3:15 pm - 5:15 pm	2.00	1	36
Assessment			
BLYTHEVILLE--Google Apps for Education			
284592 - Feb 29, 2016 3:30 pm - 4:30 pm	1.00	1	8
Gosnell Behavior Assessment Training: VB-MAPP			
273961 - Mar 1, 2016 8:00 am - 11:30 am	6.00	1	4
Osceola Choices			
282408 - Mar 1, 2016 2:00 pm - 3:30 pm	1.50	1	1
Instructional Leadership			
Osceola High School			
282420 - Mar 1, 2016 3:00 pm - 4:30 pm	1.50	1	25
Instructional Strategies			
Osceola High School			
282423 - Mar 1, 2016 4:30 pm - 5:30 pm	1.00	1	17
Instructional Strategies			
Osceola Carroll Smith Elementary			
282425 - Mar 1, 2016 3:00 pm - 4:30 pm	1.50	1	25
Instructional Strategies			
Osceola Carroll Smith Elementary			
282426 - Mar 1, 2016 3:00 pm - 5:00 pm	2.00	1	7
Instructional Strategies			
Blytheville--Parental Involvement			
287167 - Mar 1, 2016 2:30 pm - 3:30 pm	1.00	1	8
Parental Involvement			
Osceola STEM			
287572 - Mar 1, 2016 3:15 pm - 4:45 pm	1.50	1	26
Instructional Strategies			
Osceola North Inservice			
289196 - Mar 1, 2016 2:00 pm - 4:00 pm	2.00	1	12
Instructional Strategies			
2015-2016 Armored ACSIP Meetings			
267765 - Mar 2, 2016 3:00 pm - 4:30 pm	1.50	1	22
2015-2016 Armored ACSIP Meetings			
267772 - Mar 2, 2016 3:00 pm - 4:30 pm	1.50	1	17
Valley View Schools-PBIS Workshop			
280573 - Mar 2, 2016 3:15 pm - 4:15 pm	1.00	1	6
Systemic Change Process			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Child Nutrition ZOOM			
262708 - Mar 3, 2016 12:45 pm - 4:00 pm	3.00	1	1
Non-Curricular			
Trumann Special Education- Standards Based IEPs			
275240 - Mar 3, 2016 8:15 am - 3:15 pm	6.00	1	10
Systemic Change Process			
LDC/MDC Rollout Webinar			
278244 - Mar 3, 2016 9:00 am - 11:30 am	2.50	3	3
Instructional Strategies			
BLYTHEVILLE--AR Mental Health in Education Assn			
279649 - Mar 3, 2016 8:30 am - 4:30 pm	12.00	1	6
Assessment,Classroom Management,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Valley View Schools-Special Education Monitoring Issues			
283434 - Mar 3, 2016 2:30 pm - 3:30 pm	1.00	1	17
Assessment,Educational Technology			
Cognitively Guided Instruction (CGI) Year 3, Day 6			
273593 - Mar 7, 2016 8:30 am - 3:30 pm	6.00	8	28
Arkansas Content Standards Frameworks,Instructional Strategies			
MSD Leadership Team Meeting			
280003 - Mar 7, 2016 9:30 am - 12:00 pm	2.50	1	16
Supervision			
CRESC GT Coordinators' Meeting			
266578 - Mar 8, 2016 8:30 am - 3:30 pm	6.00	14	16
Assessment			
Cognitively Guided Instruction (CGI) Year 3, Day 7			
273594 - Mar 8, 2016 8:30 am - 3:30 pm	6.00	8	29
Arkansas Content Standards Frameworks,Instructional Strategies			
Blytheville--PLC's			
279468 - Mar 8, 2016 3:30 pm - 5:30 pm	2.00	1	71
Classroom Management, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
Osceola District Leadership Team			
282433 - Mar 8, 2016 3:00 pm - 4:00 pm	1.00	1	13
CPR and FIRST AID for PARAPROFESSIONALS			
271929 - Mar 9, 2016 8:30 am - 12:30 pm	4.00	2	4
CPR,Health Physical Activity			
CPR and FIRST AID for PARAPROFESSIONALS			
271934 - Mar 9, 2016 1:00 pm - 4:00 pm	4.00	2	5
CPR,Health Physical Activity			
ACSIP Statewide Field Test Workday			
273273 - Mar 9, 2016 9:00 am - 3:00 pm	6.00	5	9
Advocacy Leadership,Supervision			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Learning Blade			
278971 - Mar 9, 2016 9:00 am - 12:00 pm	3.00	11	14
Common Core State Standards,Educational Technology,Instructional Strategies			
"01 ESD" District Testing Training			
280133 - Mar 9, 2016 1:30 pm - 3:30 pm	1.50	1	46
Assessment			
Gosnell's Disproportionality Meeting			
280198 - Mar 9, 2016 9:00 am - 11:00 am	2.00	1	5
Valley View Schools-Fiscal Management Training/Professional Development Planning			
280580 - Mar 9, 2016 9:00 am - 12:00 pm	3.00	2	18
Fiscal Management			
Osceola High School			
282421 - Mar 10, 2016 3:30 pm - 5:30 pm	2.00	1	21
Instructional Strategies			
Cognitively Guided Instruction (CGI) Year 2, Day 5			
268689 - Mar 14, 2016 8:30 am - 3:30 pm	6.00	6	21
Arkansas Content Standards Frameworks,Instructional Strategies			
Reading Recovery Continuing Contact			
269572 - Mar 14, 2016 8:30 am - 3:30 pm	6.00	5	8
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages			
eSchool 3.1 Updates			
279082 - Mar 14, 2016 9:00 am - 4:00 pm	6.00	7	14
Non-Curricular			
MSD Leadership Team Meeting			
281473 - Mar 14, 2016 9:30 am - 12:00 pm	0.00	1	12
Supervision			
Cognitively Guided Instruction (CGI) Year 2, Day 6			
272951 - Mar 15, 2016 8:30 am - 3:30 pm	6.00	7	21
Arkansas Content Standards Frameworks,Instructional Strategies			
Marion School District--SPED--Annual Review/IEP Training			
278287 - Mar 15, 2016 8:00 am - 3:00 pm	6.00	1	11
Instructional Strategies			
eSchool 3.1 Updates			
279083 - Mar 15, 2016 9:00 am - 4:00 pm	6.00	8	14
Non-Curricular			
Science Leadership Session			
279513 - Mar 15, 2016 10:00 am - 11:30 am	1.50	15	39
Arkansas Content Standards Frameworks,Instructional Strategies			
Gosnell's Disproportionality Meeting			
280204 - Mar 15, 2016 9:00 am - 11:00 am	2.00	1	5
Pre Conversion			
280271 - Mar 15, 2016 9:00 am - 12:00 pm	3.00	14	20
Systemic Change Process			

157

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District--SPED--Annual Review/IEP Training			
278293 - Mar 16, 2016 8:00 am - 3:00 pm	6.00	1	6
Instructional Strategies			
eSchool 3.1 Updates			
279085 - Mar 16, 2016 9:00 am - 4:00 pm	6.00	4	5
Non-Curricular			
Marion School District--Tech--Google Apps for Education Intro			
280354 - Mar 16, 2016 8:30 am - 12:00 pm	3.50	1	7
Instructional Strategies			
Blytheville--Curriculum Development			
284582 - Mar 16, 2016 3:30 pm - 5:30 pm	2.00	1	4
Arkansas Content Standards Frameworks,Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies			
eSchool 3.1 Updates			
279087 - Mar 17, 2016 9:00 am - 4:00 pm	6.00	3	6
Non-Curricular			
Blytheville--Math Department Collaboration			
284570 - Mar 17, 2016 3:30 pm - 4:30 pm	1.00	1	5
Curriculum Alignment, Instructional Leadership, Instructional Strategies			
Blytheville--Classroom Strategies/Leadership/Management; Assessment			
280286 - Mar 18, 2016 12:00 pm - 3:00 pm	3.00	1	47
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Blytheville--ACT Aspire			
280457 - Mar 18, 2016 12:00 pm - 3:00 pm	3.00	2	50
Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies			
BLYTHERVILLE--SCHOOL CULTURE			
280741 - Mar 18, 2016 12:00 pm - 3:00 pm	3.00	1	65
Building a Collaborative Learning Community,Classroom Management,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement,Principles of Learning Developmental Stages			
Blytheville--Google Docs			
280837 - Mar 18, 2016 12:00 pm - 1:00 pm	1.00	1	20
Educational Technology			
Blytheville--Literacy			
280849 - Mar 18, 2016 12:00 pm - 1:00 pm	1.00	1	9
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Mentoring Coaching			
Blytheville--Science Strategies			
280883 - Mar 18, 2016 12:00 pm - 1:00 pm	1.00	1	12
Curriculum Alignment, Instructional Strategies			
Blytheville--STEM			
280972 - Mar 18, 2016 1:00 pm - 2:00 pm	1.00	1	8
Arkansas Content Standards Frameworks,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BLYTHEVILLE--Google Apps for Education 280976 - Mar 18, 2016 1:00 pm - 2:00 pm	1.00	1	13
Blytheville--Behavior Intervention 280978 - Mar 18, 2016 1:00 pm - 2:00 pm	1.00	1	20
Classroom Management, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Math Leadership 280980 - Mar 18, 2016 2:00 pm - 3:00 pm	1.00	1	16
Curriculum Alignment, Instructional Leadership			
Blytheville--Writing in Literacy 280999 - Mar 18, 2016 2:00 pm - 3:00 pm	1.00	1	11
Curriculum Alignment, Instructional Strategies			
Blytheville--Classroom Management 281005 - Mar 18, 2016 2:00 pm - 3:00 pm	1.00	1	14
Classroom Management, Instructional Leadership, Instructional Strategies			
Osceola Carroll Smith Elementary 282384 - Mar 18, 2016 1:00 pm - 2:00 pm	2.00	1	33
Instructional Strategies			
Osceola STEM 282387 - Mar 18, 2016 1:00 pm - 3:00 pm	2.00	1	26
Instructional Strategies			
Valley View Schools-MSAA Test Administrator & Online System Training 282668 - Mar 18, 2016 9:00 am - 12:00 pm	3.00	1	5
Assessment			
Blytheville--ALE PROFESSIONAL DEVELOPMENT 285634 - Mar 18, 2016 12:00 pm - 3:00 pm	3.00	1	6
Arkansas History,Arkansas Scholarship Lottery,Classroom Management,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Educational Technology,Health Physical Activity,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages			
Blytheville--Speech Therapist Inservice 287445 - Mar 18, 2016 12:00 pm - 3:00 pm	3.00	1	2
Health Physical Activity			
Osceola North First Aid/CPR 289184 - Mar 18, 2016 8:00 am - 3:00 pm	6.00	1	4
CPR			
Osceola North Inservice 289188 - Mar 18, 2016 2:30 pm - 4:00 pm	1.50	1	17
Instructional Strategies			
Osceola High School 282422 - Mar 19, 2016 1:00 pm - 3:00 pm	0.00	1	29
Instructional Strategies			
Marion School District--MMS--Google Apps for Education (GAPE)--Intro and Sign-up 281207 - Mar 28, 2016 8:00 am - 3:00 pm	1.00	2	26
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
CRESC Virtual Arkansas Update and Registration Training 278271 - Mar 30, 2016 9:00 am - 3:30 pm	6.00	16	21
Non-Curricular			
Marion School District--SPED--Annual Review/IEP Training 278298 - Mar 30, 2016 8:30 am - 11:30 am	3.00	1	12
Instructional Strategies			
Marion School District--SPED--Annual Review/IEP Training 278302 - Mar 30, 2016 12:30 pm - 3:30 pm	3.00	1	12
Instructional Strategies			
ELLA Day 12 - Group 2014-16 Site Base Observation Visit 281444 - Mar 30, 2016 8:30 am - 3:30 pm	6.00	3	9
Assessment,Classroom Management,Cognitive Research,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
Gosnell Instructional Leadership Team Meeting 281785 - Mar 30, 2016 9:00 am - 12:00 pm	3.00	1	10
Superintendents' Meeting 281833 - Mar 30, 2016 10:30 am - 12:30 pm	2.00	15	20
Non-Curricular			
Gosnell's Meeting with the Behavior Specialists 282331 - Mar 30, 2016 8:30 am - 11:30 am	3.00	1	3
Blytheville--Technology 284481 - Mar 30, 2016 3:30 pm - 4:30 pm	1.00	1	8
Educational Technology			
Blytheville--Technology 284531 - Mar 30, 2016 3:30 pm - 4:30 pm	1.00	1	21
Educational Technology			
Valley View Schools-Test Administrator Training 284833 - Mar 30, 2016 3:30 pm - 4:30 pm	1.00	3	33
Assessment			
Break the Cycle: Healthy Relationships & Dating Abuse 274794 - Mar 31, 2016 8:30 am - 11:30 am	3.00	14	32
Health Physical Activity			
Blytheville--Curriculum Alignment 282081 - Mar 31, 2016 3:30 pm - 5:30 pm	2.00	1	41
Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Blytheville--Technology 284471 - Mar 31, 2016 3:30 pm - 4:15 pm	1.00	1	9
Educational Technology			
Blytheville--Technology 284520 - Mar 31, 2016 3:30 pm - 4:30 pm	1.00	1	14
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BLYTHERVILLE--INTERNAL COHERENCE			
286881 - Mar 31, 2016 8:00 am - 3:00 pm	12.00	2	4
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Valley View Schools-District School Improvement Team Planning			
287590 - Mar 31, 2016 9:00 am - 11:30 am	2.50	1	10
Systemic Change Process			
Valley View Schools-Proctor Training			
284835 - Apr 1, 2016 3:30 pm - 4:30 pm	1.00	1	3
Assessment			
21st Century Community Learning Centers (CCLC) Grant Writing Technical Assistance			
276770 - Apr 4, 2016 8:30 am - 1:00 pm	4.50	4	8
Advocacy Leadership,Building a Collaborative Learning Community			
STAR Comprehensive Workshop			
279929 - Apr 4, 5, 2016 8:30 am - 3:30 pm	12.00	2	25
Curriculum Alignment,Data Disaggregation,Instructional Strategies			
Osceola High School			
287089 - Apr 4, 2016 3:30 pm - 5:30 pm	2.00	1	20
Instructional Strategies			
Valley View Schools-Planning for School Year 2016-2017			
283277 - Apr 5, 2016 9:00 am - 11:00 am	2.00	1	6
Instructional Leadership			
Osceola Early Release PD			
287068 - Apr 5, 2016 3:00 pm - 4:30 pm	1.50	1	60
Blytheville--Parental Involvement			
287163 - Apr 5, 2016 2:30 pm - 3:30 pm	1.00	1	8
Parental Involvement			
2015-2016 Armored ACSIP Meetings			
267767 - Apr 6, 2016 3:00 pm - 4:30 pm	1.50	1	20
2015-2016 Armored ACSIP Meetings			
267773 - Apr 6, 2016 3:00 pm - 4:30 pm	1.50	1	18
CRESC Teacher Center Committee Meeting			
271151 - Apr 6, 2016 9:00 am - 12:00 pm	3.00	14	14
Arkansas Content Standards Frameworks,Data Disaggregation,Instructional Strategies			
TAC/HAC 3.1 Enhancements			
279555 - Apr 6, 2016 9:00 am - 4:00 pm	6.00	6	9
Non-Curricular			
TAC/HAC 3.1 Enhancements			
279556 - Apr 7, 2016 9:00 am - 4:00 pm	6.00	6	10
Non-Curricular			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--ACT Aspire			
282910 - Apr 7, 2016 3:30 pm - 5:00 pm	1.50	2	12
Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies			
CRESC Advisory Committee Meeting			
279496 - Apr 11, 2016 9:00 am - 10:30 am	1.50	1	9
Non-Curricular			
Post-Monitoring Training			
282764 - Apr 11, 2016 1:00 pm - 3:00 pm	2.00	1	8
Assessment,Data Disaggregation			
TAC/HAC 3.1 Enhancements			
279557 - Apr 12, 2016 9:00 am - 4:00 pm	6.00	6	12
Non-Curricular			
Post-Monitoring Training			
282766 - Apr 12, 2016 1:00 pm - 3:00 pm	2.00	1	8
Assessment,Data Disaggregation			
BLYTHEVILLE--Google Apps for Education			
282940 - Apr 12, 2016 3:30 pm - 5:00 pm	1.50	1	9
BLYTHEVILLE--PROFESSIONAL GROWTH PLAN (PGP)			
283266 - Apr 12, 2016 3:30 pm - 5:30 pm	2.00	1	56
Arkansas Content Standards Frameworks,Arkansas History,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies,Parental Involvement			
Blytheville--TESS TRAINING/EVALUATION			
285637 - Apr 12, 2016 3:30 pm - 5:30 pm	2.00	1	6
Assessment			
Osceola District Leadership Team			
287081 - Apr 12, 2016 3:00 pm - 4:00 pm	1.00	1	12
TAC/HAC 3.1 Enhancements			
279559 - Apr 13, 2016 9:00 am - 4:00 pm	6.00	5	9
Non-Curricular			
Marion School District--MJHS--ASPIRE Test Training Technology			
282458 - Apr 13, 2016 3:15 pm - 4:15 pm	1.00	1	39
Assessment			
"01 ESD" TESS or CWT Observations			
283527 - Apr 13, 2016 8:00 am - 3:30 pm	1.00	1	15
Instructional Leadership,Supervision,Systemic Change Process			
Valley View Schools--ACT Aspire Test Administrator Training			
284159 - Apr 13, 2016 3:30 pm - 4:30 pm	1.00	2	53
Assessment			
Marion School District--SPED--MORE Annual Review and IEP Training for a selected few teachers.			
283423 - Apr 14, 2016 8:00 am - 1:00 pm	5.00	1	3
Instructional Strategies			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Collaborative School Culture 283546 - Apr 14, 2016 3:30 pm - 5:30 pm	2.00	1	41
Assessment,Building a Collaborative Learning Community,Classroom Management,Curriculum Alignment,Data Disaggregation,Educational Technology,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Blytheville--School Safety 283559 - Apr 14, 2016 3:30 pm - 4:30 pm	1.00	2	31
Classroom Management			
TAC/HAC 3.1 Enhancements 279560 - Apr 19, 2016 9:00 am - 4:00 pm	6.00	3	5
Non-Curricular			
Blytheville--Discipline with Dignity 284005 - Apr 19, 2016 3:30 pm - 5:00 pm	1.50	2	12
Classroom Management			
Gosnell Disproportionality/Self-Assessment 284275 - Apr 20, 2016 8:30 am - 11:30 am	3.00	1	7
Blytheville--Math/Technology 284227 - Apr 21, 2016 3:30 pm - 5:00 pm	1.50	2	22
Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies			
Osceola High School 287090 - Apr 21, 2016 3:30 pm - 5:30 pm	2.00	1	19
Instructional Strategies			
Multisensory Structured Language Education (MSLE) Training, Year 1 (Days 14-15) 258142 - Apr 22, 23, 2016 8:00 am - 4:00 pm	12.00	16	19
Assessment,Building a Collaborative Learning Community,Instructional Strategies			
2015-16 Armored Performance of Understanding/Learning Targets 267775 - Apr 22, 2016 8:00 am - 3:00 pm	6.00	1	22
Curriculum Alignment			
Reading Recovery Continuing Contact 269575 - Apr 25, 2016 8:30 am - 3:30 pm	6.00	6	9
Arkansas Content Standards Frameworks,Assessment,Cognitive Research,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Strategies,Principles of Learning Developmental Stages			
CRESC Virtual Arkansas Update and Registration Training 279170 - Apr 26, 2016 9:00 am - 3:30 pm	6.00	8	13
Non-Curricular			
TAC/HAC 3.1 Enhancements 279566 - Apr 26, 2016 9:00 am - 4:00 pm	6.00	5	9
Non-Curricular			
BLYTHEVILLE--Google Apps for Education 285258 - Apr 26, 2016 3:30 pm - 5:00 pm	1.50	1	19
TAC/HAC 3.1 Enhancements 279573 - Apr 27, 2016 9:00 am - 4:00 pm	6.00	4	8
Non-Curricular			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Superintendents' Meeting			
284798 - Apr 27, 2016 10:00 am - 12:00 pm	2.00	16	21
Non-Curricular			
CRESC Elementary Chess Tournament (Grades 4-6)			
266581 - Apr 28, 2016 8:30 am - 3:30 pm	6.00	12	16
Advocacy Leadership			
Valley View Schools-District School Improvement Team Planning			
287591 - Apr 28, 2016 9:00 am - 11:30 am	0.00	1	11
Systemic Change Process			
Gosnell Instructional Leadership Team Meeting			
285512 - Apr 29, 2016 9:00 am - 12:00 pm	3.00	1	9
Gosnell's Gifted and Talented Advisory Meeting			
284589 - May 2, 2016 8:15 am - 8:45 am	0.50	1	5
Gosnell's Federal Meeting			
284597 - May 2, 2016 1:00 pm - 2:00 pm	1.00	1	11
Behavior Basics			
282601 - May 3, 2016 8:30 am - 3:30 pm	6.00	5	5
Classroom Management			
Employee Benefits Division (EBD) Meeting with School Representatives			
284788 - May 3, 2016 10:00 am - 12:00 pm	2.00	25	35
Non-Curricular			
BLYTHEVILLE--INTERNAL COHERENCE			
286940 - May 3, 2016 8:00 am - 12:00 pm	6.00	2	9
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies,Parental Involvement,Principles of Learning Developmental Stages,Systemic Change Process			
Osceola High School			
287093 - May 3, 2016 3:30 pm - 5:30 pm	2.00	1	20
Instructional Strategies			
2015-2016 Armored ACSIP Meetings			
267766 - May 4, 2016 3:00 pm - 4:30 pm	1.50	1	22
2015-2016 Armored ACSIP Meetings			
267774 - May 4, 2016 3:00 pm - 4:30 pm	1.50	1	17
eSchool Workday			
284696 - May 4, 2016 9:00 am - 4:00 pm	6.00	2	2
Non-Curricular			
Valley View Schools-Second & Third Grade Curriculum Planning			
286363 - May 4, 2016 8:30 am - 3:30 pm	6.00	1	14
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Blytheville--Collaboration			
286660 - May 5, 2016 3:30 pm - 5:00 pm	1.50	1	11
Building a Collaborative Learning Community, Classroom Management, Curriculum Alignment, Instructional Leadership, Instructional Strategies, Parental Involvement			
Osceola High School			
287095 - May 5, 2016 3:30 pm - 5:30 pm	2.00	1	21
Instructional Strategies			
Valley View Schools-District School Improvement Team Planning			
287593 - May 9, 2016 9:00 am - 11:30 am	0.00	1	11
Systemic Change Process			
Valley View Schools-PBIS Workshop			
288010 - May 9, 2016 3:30 pm - 4:30 pm	1.00	1	7
Systemic Change Process			
ELLA Site Based Observation at Valley View Elementary School-Kindergarten			
284626 - May 10, 2016 8:00 am - 3:00 pm	6.00	4	9
Assessment,Classroom Management,Common Core State Standards,Data Disaggregation,Instructional Strategies			
Valley View Schools-K-5 Literacy Curriculum Alignment			
286948 - May 10, 2016 8:15 am - 3:15 pm	6.00	1	17
Curriculum Alignment			
Valley View Schools-6-12 Literacy Curriculum Alignment			
287040 - May 10, 2016 8:15 am - 3:15 pm	6.00	1	16
Curriculum Alignment			
Blytheville--Parental Involvement			
287191 - May 10, 2016 2:30 pm - 3:30 pm	1.00	1	8
Parental Involvement			
Osceola District Leadership Team			
288991 - May 10, 2016 3:00 pm - 4:00 pm	1.00	1	10
Pre-K Readiness & Writing - Handwriting Without Tears			
284675 - May 12, 2016 12:00 pm - 3:30 pm	3.50	1	26
Curriculum Alignment,Instructional Strategies			
Marion School District--Tech--TAC/HAC Updates			
285853 - May 12, 2016 8:30 am - 2:30 pm	6.00	1	8
Educational Technology			
Blytheville--Curriculum Development			
287108 - May 12, 2016 3:30 pm - 5:30 pm	2.00	1	40
Arkansas Content Standards Frameworks,Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies			
CRESC Staff Meeting: Summer Professional Development			
279502 - May 13, 2016 8:30 am - 11:00 am	2.50	2	37
Non-Curricular			
Gosnell's Restraint Re-certification			
284605 - May 13, 2016 9:00 am - 3:00 pm	6.00	1	3

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District-MES-TESS and LEADS ADE Update 286835 - May 13, 2016 1:00 pm - 1:30 pm	0.50	2	31
Instructional Strategies			
Reading Recovery Continuing Contact Data Entry 269576 - May 16, 2016 8:30 am - 3:30 pm	6.00	6	9
Data Disaggregation,Educational Technology			
GHS PLC Meetings 2nd Semester 273082 - May 16, 2016 8:00 am - 3:00 pm	6.00	1	45
Building a Collaborative Learning Community			
Blytheville--Data Analysis 288881 - May 18, 2016 3:30 pm - 4:30 pm	1.00	1	23
Data Disaggregation, Educational Technology, Instructional Leadership, Instructional Strategies			
Gosnell Instructional Leadership Team Meeting 286492 - May 19, 2016 9:00 am - 12:00 pm	3.00	1	10
Marion School District--AES--Learning Walks - Teachers observing other teachers! 284772 - May 20, 2016 8:00 am - 3:00 pm	6.00	1	39
Building a Collaborative Learning Community			
Blytheville--Ron Clark Strategies in the School & Classroom 288847 - May 20, 2016 8:30 am - 3:30 pm	12.00	1	15
Classroom Management,Instructional Leadership,Instructional Strategies,Non-Curricular,Parental Involvement,Principles of Learning Developmental Stages,Supervision			
Valley View Schools-K-5 Mathematics Curriculum Alignment 288763 - May 23, 2016 8:30 am - 3:30 pm	6.00	1	11
Curriculum Alignment			
Valley View Schools-6-12 Mathematics Curriculum Alignment 288766 - May 23, 2016 8:30 am - 3:30 pm	6.00	1	14
Curriculum Alignment			
Parental Involvement 289016 - May 23, 2016 3:00 pm - 5:00 pm	2.00	1	3
Arkansas Scholarship Lottery,Parental Involvement			
CRESC Equipment Refresher/Social Media 288159 - May 24, 2016 8:30 am - 11:30 am	3.00	1	10
Educational Technology			
K-5 Administrative Meeting 289234 - May 24, 2016 2:30 pm - 3:30 pm	1.00	1	4
Supervision			
Superintendents' Meeting 288192 - May 25, 2016 11:00 am - 12:30 pm	1.50	14	18
Non-Curricular			
3403--03 Literacy Planning with Dr Bessee 288219 - May 25, 2016 8:30 am - 3:30 pm	6.00	2	5
Curriculum Alignment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Marion School District--MES--7 Habits--Reflection and Implementation			
283996 - May 26, 2016 3:15 pm - 4:15 pm	6.00	2	34
Classroom Management			
3403--03			
Literacy Planning with Dr Bessee			
289072 - May 26, 2016 8:30 am - 3:30 pm	6.00	1	1
Curriculum Alignment			
1094-C / 1095-C Filing			
287469 - May 27, 2016 9:00 am - 12:00 pm	3.00	14	18
Non-Curricular			
Marion School District--MES--End of the year: Leader in me presentation and GLM			
287606 - May 27, 2016 8:00 am - 3:30 pm	6.00	2	42
Building a Collaborative Learning Community			
Marion School District--MMS- End of the year wrap up			
287714 - May 27, 2016 8:00 am - 3:00 pm	6.00	1	27
Building a Collaborative Learning Community			
GRAND TOTAL:		118	30381

Equal Opportunity Employment

Crowley's Ridge Educational Service Cooperative shall not deny employment, reemployment, or advancement on the basis of race, color, creed, national origin, marital status, sex, or disability. ge shall be considered only with respect to minimums set by laws and retirement as specified by the state or policies of the board. Any person having inquiries concerning compliance with the regulation of 1972, Section 504 of the Rehabilitation ACT of 1973 or other State or Federal laws is directed to contact:

Crowley's Ridge Educational Service Cooperative

John R. Manning, Director
1606 Pine Grove Lane
Harrisburg, AR 72432
870-578-5426

TABLE OF CONTENTS

Letter from the Director	3
Mission Statement.....	4
Dawson Education Cooperative Map	5
Dawson Education Cooperative Organizational Chart	6
ESC Annual Report	7
Governance.....	8
Staffing.....	9
Dawson Teacher Center	12
Administrative Services	12
Direct Services to Students.....	13
Employment Policies and Practices	14
Dawson Education Cooperative Salary Schedules	16
Dawson Education Board.....	26
Dawson Education Cooperative Teacher Center Committee.....	27
Program Summaries	
Administration.....	29
Arkansas Better Chance for School Success (ABCSS).....	31
Arkansas Co-Teaching Project & the Strategic Instruction Model (SIM).....	33
Arkansas Local Education Agency Resource Network (AR LEARN)	37
Arkansas Transition Services	38
Dawson Career Education	42
Dawson Center for Digital Learning	45
Early Childhood Special Education	48
Facilities Specialist.....	50
Gifted and Talented	51
Home Instruction for Parents of Preschool Youngsters (HIPPY)	52
Literacy.....	53
Mathematics	55
MedicAid.....	57
Arkansas Inductive Mentoring Model Training (AIMM)	58
School-Based Health	59
Consultant for School-Based Speech-Language Pathology Services	60
Science.....	62
Special Education/Traumatic Brain Injury	64
Teacher Center	68
Technology/Media.....	70
Community Tobacco-Free Grant Program.....	73

Special Projects	74
ACT Aspire Support.....	75
Dyslexia Job-Alike Group.....	76
Etherscope Support.....	77
Leadership Excellence and Development System Training.....	78
Novice Teacher Mentoring Program.....	79
Teacher Excellence Support System Training (TESS)	80
Technology Infused Education (TIE).....	81
 Professional Development Activities Report	 82
Summary Attended Report from ESCWorks.....	83
On-Site Professional Development/Service Reports.....	105

Ron Wright
Director



Beth Neel
Assistant Director/TC Coordinator

Dawson Education Service Cooperative
711 Clinton Street
Arkadelphia, Arkansas 71923
(870) 246-3077 FAX (870) 246-5892

TO: Arkansas' Educators

FROM: Ron Wright, Director

SUBJECT: 2015-2016 Annual Evaluation Report

The process of completing an annual report provides each Education Service Cooperative (ESC) the opportunity to identify and improve services provided to local schools within our six county area. Please find in the following report data that guide in our decision making process for the upcoming year. Dawson serves 23 school districts and the Department of Youth Services. The following counties are served by Dawson: Clark, Dallas, Garland, Grant, Hot Spring, Pike and Saline. In addition many of our staff and programs serve schools outside the ESC boundaries. These services are provided both on site in Arkadelphia and in local schools.

While most revenue streams for the Dawson ESC appear to be unchanged for the upcoming fiscal year we do have two areas of growth and potential growth. The HIPPIY program has grown and could continue that trend. Also, our preschool program has requested substantial increase in the number of slots needed for both 3 and 4 year olds. These slots requested are primarily for Garland and Pike counties and a response to our request should be made prior to the end of this fiscal year.

Dawson ESC is served by exemplary instructional and support staff. They provide professional development, instruction and accurate information to all customers. The Co-op also hosts a number of educational organizations. Examples of these organizations are instructional technology, transportation, principals, curriculum cabinet, counselors, gifted and talented and library media specialists. During each legislative session the Co-op hosts Legislators and Superintendents at the State Capitol Cafeteria for weekly meetings designed to exchange information needed in the legislative process. It is the goal of Dawson ESC to improve and increase quality service to all students, parents and educators.





Dawson Education Services Cooperative

Mission Statement

Our children are the promise of the future. The mission of the Dawson Education Service Cooperative is to help ensure each student's future by providing high quality services, resources, and programs to schools. By "Serving the Schools, Serving the Children" the cooperative helps teachers and administrators learn new teaching strategies and refine skills and practices that directly impact student achievement. We are in the teaching business!

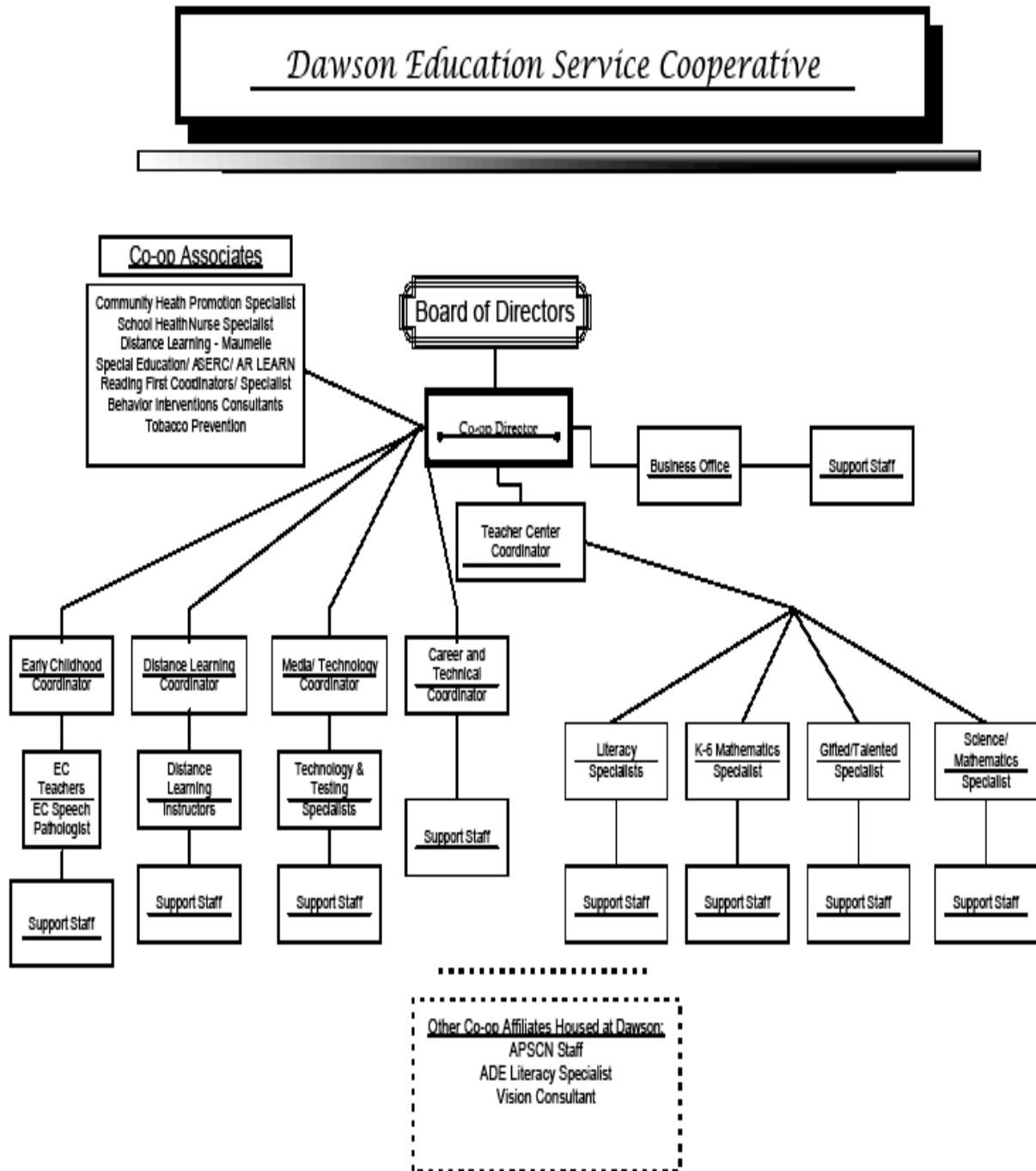
Arkansas Education Cooperatives



The Dawson Education Cooperative serves the area shaded in green on the map above. Dawson services the following counties:

- Clark
- Garland
- Hot Spring
- Pike
- Saline

Dawson ESC Organizational Chart



Dawson Education Cooperative Annual Report June 2016

Arkansas Department of Education...

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: June 1, 2016

LEA# 10-20

ESC# 10-20

ESC NAME: Dawson Education Cooperative

ADDRESS: 711 Clinton Street, Arkadelphia, Arkansas 71923

PHONE NUMBER: 870-246-3077

DIRECTOR: Ron Wright

TEACHER CENTER COORDINATOR: Beth Neel

NAMES OF COUNTIES SERVED: Clark, Garland, Hot Springs, Pike, Saline and Poyen School District in Grant County

NUMBER OF DISTRICTS: 22

NUMBER OF STUDENTS: 31,880

NUMBER OF TEACHERS: 2,969

FREE LUNCHES: 11,388

REDUCED LUNCHES: 3,014

FREE/REDUCED: 14,402

I. GOVERNANCE:

- A. How is the co-op governed?
Board of Directors X or Executive Committee _____
How many members on the Board? 22 Executive Committee 9
How many times did the Board meet? 11 Executive Committee? 3
When is the regular meeting? Second Wednesday of each month except July
Date of current year's annual meeting: June 15, 2016
- B. Does the co-op have a Teacher Center Committee? YES X NO _____
If yes, then:
How many are on the Teacher Center Committee? 22
How many members are teachers? 12
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Fall 2015
- D. Have written policies been filed with the Arkansas Department of Education?
Yes X No _____

II. STAFFING:

An asterisk (*) has been placed beside those who are housed at the co-op.

2015-2016 Rehire List

Last Name	First Name	Position	Schedule Title
*ADAMS	SHARON	BEHAVIOR SUPPORT SPECIALIST	190 TEACHER
*ANKTON	SANDRA	ADMINISTRATIVE ASSISTANT	240 SUPPORT
*ARNOLD	MICHAEL	TECHNOLOGY ASSISTANT	240 DAY PROF
*ASHBAUGH	DAVID	ADMINISTRATIVE ASSISTANT	240 SUPPORT
*BARBER	CARRIE	MATH SPECIALIST	240 DAY PROF
BARNES	REBECCA	EC TEACHER	190 TEACHER
BERRY	CHRISTOPHER	ADE TECHNOLOGY	250 DAY ADE
*BOYETTE	TAMMY	LITERACY SPECIALIST	240 DAY PROF
BROGDEN	SHARON	EC SPEECH THERAPIST	190 TEACHER
*BROWN	ANNETTE	SCIENCE SPECIALIST	240 DAY PROF
BROYLES	MOLLY	ABC TEACHER	190 TEACHER
BUCKELEW	COURTNEY	ABC PARAPROFESSIONAL	190 DAY PARA
BURROUGHS	AMANDA	ABC TEACHER	190 TEACHER
CARTER	KAREN	ABC PARAPROFESSIONAL	190 DAY PARA
CHATTERJEE	UTSAV	ADE TECHNOLOGY	250 DAY ADE
CLARK	JERRI	COORDINATED HEALTH SPECIALIST	250 DAY ADE
CLEMENTS	AMY	ABC PARAPROFESSIONAL	190 DAY PARA
CLEMENTS	JANNA	ABC TEACHER	190 TEACHER
*COLEMAN	GAYANNE	LITERACY SPECIALIST	240 DAY PROF
*CONDE	HEATHER	HIPPY PARAPROFESSIONAL	190 DAY PARA
*COOPER	ROBERT	DL TEACHER	190 TEACHER
*COTTRELL	TIFFANY	DL TEACHER	190 TEACHER
CURRAN	GAIL	ABC PARAPROFESSIONAL	190 DAY PARA
*DAVIS	TERESA	ADMINISTRATIVE ASSISTANT	240 DAY SUPPORT
*DEMPSEY	TAMRA	ADMINISTRATIVE ASSISTANT	240 SUPPORT
DENISON	JENNIFER	ABC TEACHER	190 TEACHER
DENSON	REBECCA	ABC TEACHER	190 TEACHER
*DIXON	CITRONELLA	INTAKE COORDINATOR	240 DAY PROF
*DYESS	LESLIE	FACILITIES SPECIALIST	240 DAY PROF
*EDDY	STEPHANIE	PRE-K TRAINING SPECIALIST	200 DAY TEACHER
EUBANK	MICHEELA	ADE SPECIAL ED ASSISTANT	240 DAY PROF
*EVANS	LATASHA	ABC PARAPROFESSIONAL	190 DAY PARA
EVANS	STEFANIE	ABC PARAPROFESSIONAL	190 DAY PARA
FINLEY	RACHAEL	ABC PARAPROFESSIONAL	190 DAY PARA
*FLANNIGAN	TANIKA	ADMINISTRATIVE ASSISTANT	240 SUPPORT
FORREST	JENNY	DL TEACHER	190 TEACHER
FORSYTHE	DEBORAH	ABC PARAPROFESSIONAL	190 DAY PARA
FOWLER	DIANA	EC TEACHER	190 TEACHER

*FRANCIS	SANDRA	EC COORDINATOR	240 DAY PROF
*FREEMAN	JANIE	ADMINISTRATIVE ASSISTANT	240 SUPPORT
FULTON	SUSAN	EC TEACHER	190 TEACHER
*GARLIN	BILLIE	ADMINISTRATIVE ASSISTANT	240 SUPPORT
GIBSON	KIMBERLY	ABC PARAPROFESSIONAL	190 DAY PARA
*GIBSON	CRYSTAL	AR CHILDRENS HIPPIY PARAPROFESSIONAL	190 DAY PARA
*GILMER	HEATHER	DL TEACHER	190 TEACHER
HAMPEL	KRISTI	ABC PARAPROFESSIONAL	190 DAY PARA
HART	MOLLY	ABC TEACHER	190 TEACHER
HILL	VANESSA	ABC PARAPROFESSIONAL	190 DAY PARA
HILL	DAWNA	ABC TEACHER	190 TEACHER
HILLIS	DONNA	ABC PARAPROFESSIONAL	190 DAY PARA
HINE	AMANDA	ABC PARAPROFESSIONAL	190 DAY PARA
HIPPS	LAURA	EC TEACHER	190 TEACHER
*HITTENRAUCH	JUDY	ADMINISTRATIVE ASSISTANT	240 SUPPORT
HODGES	MICHELLE	EC SPEECH THERAPIST	190 TEACHER
HOLT	EMILY	ABC PARAPROFESSIONAL	190 DAY PARA
HUGHES	PAULA	ABC PARAPROFESSIONAL	190 DAY PARA
*HUTCHINS	PAMELA	COORDINATED SCHOOL HEALTH	240 DAY PROF
JACKSON	STEPHANIE	ABC TEACHER	190 TEACHER
*JENNINGS	LINDA	ASSISTANT INTAKE COORDINATOR	240 DAY PROF
JOHNSON	BREANNA	ABC PARAPROFESSIONAL	190 DAY PARA
*KELLY	MICHAEL	DL TEACHER	190 TEACHER
*KINARD	REBECCA	DL TEACHER	190 TEACHER
KINDERVATER	CHERYL	ABC TEACHER	190 TEACHER
KIRKPATRICK	ROSE	SPECIAL ED CONSULTANT	220 DAY SPED
KIRKSEY	NANETTE	EC TEACHER	190 TEACHER
KISSIRE	KARISSA	ABC TEACHER	190 TEACHER
*LAMB	PATRICIA	BUSINESS MANAGER	240 DAY PROF
LAMBERT	ALESA	EC PARAPROFESSIONAL	190 DAY PARA
LANCASTER	LAURA	ABC TEACHER	190 TEACHER
*LEATHERS	SHANNON	EC TEACHER	190 TEACHER
*LEWIS	TONJA	ABC COORDINATOR	240 DAY PROF
LINDSAY	TITUS	ADE TECHNOLOGY	250 DAY ADE
LITTLE	KATIE	ABC TEACHER	190 DAY TEACHER
*MALCOM	BRENDA	ADMINISTRATIVE ASSISTANT	240 SUPPORT
*MALCOM	JAMES	DISTANCE LEARNING SPECIALIST	240 DAY PROF
MATTHEWS	BRITTNEY	EC Speech Therapist	190 TEACHER
*MCAFEE	CINDY	MATH SPECIALIST	240 DAY PROF
MCDERMOTT	SHANA	ABC PARAPROFESSIONAL	190 DAY PARA
MCGRAW	CATHY	EC TEACHER	190 TEACHER
MCKEEHAN	TAMMY	ABC PARAPROFESSIONAL	190 DAY PARA
*MCKINNON	SARA	DL TEACHER	190 TEACHER
MCLAUGHLIN	KRISTEN	ABC TEACHER	190 TEACHER
MCPAHAN	TERESA	ABC PARAPROFESSIONAL	190 DAY PARA
*MCMILLAN	TONIA	TECHNOLOGY COORDINATOR	240 DAY PROF
MEDLOCK	POLLY	ABC TEACHER	190 TEACHER

*MENDOZA	ERIKA	HIPPY PARAPROFESSIONAL	190 DAY PARA
*MIDDLETON	CHARLES	CUSTODIAN	240 SUPPORT
*MIDDLETON	DIEDRA	ABC ADMINISTRATIVE ASSISTANT	240 DAY PROF
MILES	STACY	ABC PARAPROFESSIONAL	190 DAY PARA
*MORGAN	CATHERINE	AR CHILDRENS HIPPY PARAPROFESSIONAL	190 DAY PARA
MORRISON	AMY	ABC PARAPROFESSIONAL	190 DAY PARA
MULLINS	CRYSTAL	AR CHILDRENS HIPPY PARAPROFESSIONAL	190 DAY PARA
*NEEL	BETH	ASSISTANT DIRECTOR	240 DAY PROF
*NELSON	VERONICA	ASSISTANT BUSINESS MANAGER	240 DAY PROF
*NEWTON	WILMA	ADMINISTRATIVE ASSISTANT	240 SUPPORT
PARKER	NAOMI	ABC PARAPROFESSIONAL	190 DAY PARA
*PENTECOST	SHASTA	BEHAVIOR SUPPORT SPECIALIST	190 TEACHER
PEREZ	SHANNON	ABC TEACHER	190 TEACHER
*PHELAN	ROBIN	LITERACY SPECIALIST	240 DAY PROF
PILLAI	VISHNU	ADE TECHNOLOGY	250 DAY ADE
PINKSTAFF	SANDRA	ESVI SPECIALIST	190 DAY TEACHER
*PITTS	CRYSTAL	DL TEACHER	190 DAY TEACHER
POTTS	LEESA	DL TEACHER	190 DAY MDL
*PREWETT	GLENDA	HIPPY PARAPROFESSIONAL	190 DAY PARA
*PROTHRO	REGINA	GIFTED & TALENTED SPECIALIST	240 DAY PROF
RICHEY	RAMSI	ABC TEACHER	190 TEACHER
*ROARK	JASON	DL TEACHER	190 TEACHER
ROBERTS	JENIFER	ABC PARAPROFESSIONAL	190 DAY PARA
ROBINSON	STACY	DL TEACHER	190 DAY TEACHER
ROGERS	KIM	EC SPEECH THERAPIST	190 TEACHER
*ROWLAN	CYNTHIA	HIPPY COORDINATOR	240 DAY PROF
RUTHERFORD	KERI	ABC TEACHER	190 TEACHER
SALLOUKH	MELINDA	EC SPEECH THERAPIST	190 TEACHER
SARVER	AMANDA	ABC TEACHER	190 TEACHER
SCOTT	MELINDA	ABC TEACHER	190 TEACHER
SHANKLES	CARRIE	ABC TEACHER	190 TEACHER
*SHEPHERD	APRIL	CTE Coordinator	240 DAY PROF
SHUFFIELD	CHRISTY	EC SPEECH THERAPIST	190 DAY TEACHER
SHUFFIELD	MICHELLE	ABC TEACHER	190 TEACHER
SIETMANN	KATHLEEN	AR CHILDRENS HIPPY PARAPROFESSIONAL	190 DAY PARA
SMART	PAMELA	ABC TEACHER	190 TEACHER
SMITH	VICKIE	ABC PARAPROFESSIONAL	190 DAY PARA
SPEERS	TAMRA	ABC PARAPROFESSIONAL	190 DAY PARA
*STAMPS	AMANDA	ADMINISTRATIVE ASSISTANT	240 SUPPORT
STARKEY	ALEECIA	SPECIAL ED CONSULTANT	220 DAY SPED
SUMMERS	RYAN	ADE TECHNOLOGY	250 DAY ADE
*TAYLOR	REYDA	LITERACY SPECIALIST	240 DAY PROF
TEE	RIONEL	ADE TECHNOLOGY	250 DAY ADE
THOMASON	MELISSA	EC TEACHER	190 TEACHER
THOMPSON	MARY	EC TEACHER	190 TEACHER
VENTRESS	LEIGH	ABC TEACHER	190 TEACHER
*WALTERS	AUDRA	COORDINATED SCHOOL HEALTH	250 DAY ADE

WARNER	TERESA	EC SPEECH THERAPIST	190 TEACHER
*WASHINGTON	LISA	TRANSITION SPECIALIST	220 DAY
*WEEMS	AMBER	ADMINISTRATIVE ASSISTANT	240 SUPPORT
*WEST	AMBER	ADMINISTRATIVE ASSISTANT	240 SUPPORT
*WHITE	ASHLEY	DL TEACHER	190 TEACHER
*WHITE	LESLIE	DL TEACHER	190 TEACHER
*WHITE	REGINA	DL Teacher	190 TEACHER
WIER	SHELLY	SPECIAL ED CONSULTANT	220 DAY SPED
*WILLIAMS	JENNY	PRE-K TRAINING SPECIALIST	200 DAY TEACHER
*WOOD	KELLYE	DL TEACHER	190 TEACHER
WOOLFORD	BROOKE	ABC TEACHER	190 TEACHER
*WRIGHT	RONALD	DIRECTOR	240 DAY PROF

III. TEACHER CENTER

The last section of the annual report provides a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts and an on-site professional development school support report.

A. Does the co-op provide media/technology services to schools?

YES ☒ NO ☐

Does the co-op provide delivery to the districts? YES ☒ NO ☐

How many districts participate in the media program? 22

Do districts contribute dollars to the media services YES ☒ NO ☐

How are media charges per district determined (formal or per ADM)?

Please describe: \$1.50 X ADM (public schools); \$1.50 per ADM (private schools); no charge to Henderson State University or Ouachita Baptist University.

Does the co-op operate a “make-and-take” center for teachers? YES ☒

NO ☐

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once).

Number of Teacher Participants

HSU 8,593

OBU 366

Dawson 521

Other 1,217

Total 10,697

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

- ☒ [X] Planning assistance
- ☒ [X] Special education services
- ☒ [X] Gifted and talented assistance
- ☒ [X] Grant writing assistance
- ☒ [X] Personnel application
- ☒ [X] Evaluation procedures
- ☒ [X] Migrant student Identification
- ☒ [X] Bookkeeping assistance
- ☒ [X] Technology training
- ☒ [X] Curriculum alignment
- ☒ [X] Business Management training
- ☒ [X] Computer technician
- ☒ [X] E-Rate applications
- ☒ [X] Assessment data analysis
- ☒ [X] Instructional facilitator training
- ☒ [X] Math coaches training
- ☒ [X] TARGET interim assessments
- ☒ [X] Math/Science/Literacy specialists
- ☒ [X] Numerous professional development opportunities for teachers
- ☒ [X] Administrators and local board members

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ [X] Student assessment program (CTE)
- ☒ [X] Speech pathology
- ☒ [X] Occupational therapy and physical therapy

- [X] CTE courses through Virtual Arkansas
- [X] Mentor programs: Training support
- [X] Gifted/talented programs: 22 participating districts
- [X] Speech therapist
- [X] Low incidence handicapped
- [X] Other (Please specify):
Early Childhood Special Education 3-5 years of age, Distance Learning, 15 teachers

VI. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 2
African American
Hispanic
Asian
American Indian/Alaskan Native
Indian 1

Number of new females employed by the cooperative for the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 9
African American
Hispanic
Asian
American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

White
African American
Hispanic
Asian
American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year:

2

For this number above, please provide the number in each of the following racial classifications:

White 2
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 2

For this numbers above, please provide the number in each of the following racial classifications:

White 2
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____
Indian _____

Number of females seeking employment by the cooperative during the 2015-2016 school year: 12

For this number above, please provide the number in each of the following racial classifications:

White 10
African American 2
Hispanic _____
Asian _____
American Indian _____
Alaskan Native _____

FY 15/16
DAWSON EDUCATION COOPERATIVE

ADE Website Employees

250 DAY EMPLOYEE

	Network Support	Technical	Professional
1	38,278.00	49,879.00	61,478.00
2	38,778.00	50,379.00	61,978.00
3	39,278.00	50,879.00	62,478.00
4	39,778.00	51,379.00	62,978.00
5	40,278.00	51,879.00	63,478.00
6	40,778.00	52,379.00	63,978.00
7	41,278.00	52,879.00	64,478.00
8	41,778.00	53,379.00	64,978.00
9	42,278.00	53,879.00	65,478.00
10	42,778.00	54,379.00	65,978.00
11	43,278.00	54,879.00	66,478.00
12	43,778.00	55,379.00	66,978.00
13	44,278.00	55,879.00	67,478.00
14	44,778.00	56,379.00	67,978.00
15	45,278.00	56,879.00	68,478.00
16	45,778.00	57,379.00	68,978.00
17	46,278.00	57,879.00	69,478.00
18	46,778.00	58,379.00	69,978.00
19	47,278.00	58,879.00	70,478.00
20	47,778.00	59,379.00	70,978.00
21	48,278.00	59,879.00	71,478.00
22	48,778.00	60,379.00	71,978.00
23	49,278.00	60,879.00	72,478.00
24	49,778.00	61,379.00	72,978.00
25	50,278.00	61,879.00	73,478.00

Board Approved

November 12, 2014

Index 1.06 for ADE Quality Data Officer Section Leader

FY 15/16

**DAWSON EDUCATION COOPERATIVE
PROFESSIONAL SALARY SCHEDULE**

240 DAY

STEPS	PROFESSIONAL TECHNICAL	CONSULTANT SUPERVISOR	COORDINATOR MANAGERIAL	GRANTS PROFESSIONAL
1	43,674.00	50,954.00	59,076.00	59,825.00
2	44,174.00	51,454.00	59,576.00	60,325.00
3	44,674.00	51,954.00	60,076.00	60,825.00
4	45,174.00	52,454.00	60,576.00	61,325.00
5	45,674.00	52,954.00	61,076.00	61,825.00
6	46,174.00	53,454.00	61,576.00	62,325.00
7	46,674.00	53,954.00	62,076.00	62,825.00
8	47,174.00	54,454.00	62,576.00	63,325.00
9	47,674.00	54,954.00	63,076.00	63,825.00
10	48,174.00	55,454.00	63,576.00	64,325.00
11	48,674.00	55,954.00	64,076.00	64,825.00
12	49,174.00	56,454.00	64,576.00	65,325.00
13	49,674.00	56,954.00	65,076.00	65,825.00
14	50,174.00	57,454.00	65,576.00	66,325.00
15	50,674.00	57,954.00	66,076.00	66,825.00
16	51,174.00	58,454.00	66,576.00	67,325.00
17	51,674.00	58,954.00	67,076.00	67,825.00
18	52,174.00	59,454.00	67,576.00	68,325.00
19	52,674.00	59,954.00	68,076.00	68,825.00
20	53,174.00	60,454.00	68,576.00	69,325.00
21	53,674.00	60,954.00	69,076.00	69,825.00
22	54,174.00	61,454.00	69,576.00	70,325.00
23	54,674.00	61,954.00	70,076.00	70,825.00
24	55,174.00	62,454.00	70,576.00	71,325.00
25	55,674.00	62,954.00	71,076.00	71,825.00

Director = 1.60 of appropriate step

Teacher Center Coordinator = 1.20 of appropriate step

Behavior Intervention Coordinator = 1.51 of appropriate step

Facilities Specialist = 1.39 of appropriate step

- I. Program Technical - Employee has proven skills, college degree or other training that would enable success with regards to providing direct services, being responsible for budget and expenditures, and reporting to a Coordinator or Director.
- II. Consultant Supervisor - BSE or above. Employee has program responsibilities, trains personnel, supervises program, develops budget, annual reports and directs expenditures.

- III. Coordinator Managerial - MSE or above. Employee is responsible for all aspects of programs. Employee also has responsibility for more than one program, supervises and directs a staff, develops budget, directs expenditures, and develops annual reports. Employee reports to the Director. Employee also supervises and directs program activities in the LEA'S.
- IV. Employees placed at Dawson to provide professional services as per grant directed.

Board Approved April 8, 2015

FY 15/16
MAUMELLE DISTANCE LEARNING INSTRUCTORS

STEP	BSE	MSE
1	35,627.00	39,171.00
2	36,077.00	39,671.00
3	36,527.00	40,171.00
4	36,977.00	40,671.00
5	37,427.00	41,171.00
6	37,877.00	41,671.00
7	38,327.00	42,171.00
8	38,777.00	42,671.00
9	39,227.00	43,171.00
10	39,677.00	43,671.00
11	40,127.00	44,171.00
12	40,577.00	44,671.00
13	41,027.00	45,171.00
14	41,477.00	45,671.00
15	41,927.00	46,171.00
16	42,377.00	46,671.00
17	42,827.00	47,171.00
18	43,277.00	47,671.00
19	43,727.00	48,171.00
20	44,427.00	48,871.00
21	45,127.00	49,571.00
22	45,827.00	50,271.00
23	46,527.00	50,971.00
24	47,227.00	51,671.00
25	47,927.00	52,371.00
26	48,627.00	53,071.00
27	49,327.00	53,771.00
28	50,027.00	54,471.00
29	50,727.00	55,171.00
30	51,427.00	55,871.00
31	52,127.00	56,571.00

Steps 1-19 = \$450 increments - BSE

Steps 1-19 = \$500 increments - MSE

Steps 20-31 = \$700 increments

Board

Approved

November 12, 2014

FY 15/16
Paraprofessional
190 Days

Range 1	NO CDA	CDA	AA/AS in ECE	BA/BS in ECE
1	13,400.00	15,523.00	17,315.00	22,688.00
2	13,850.00	15,973.00	17,765.00	23,138.00
3	14,300.00	16,423.00	18,215.00	23,588.00
4	14,750.00	16,873.00	18,665.00	24,038.00
5	15,200.00	17,323.00	19,115.00	24,488.00
6	15,650.00	17,773.00	19,565.00	24,938.00
7	16,100.00	18,223.00	20,015.00	25,388.00
8	16,550.00	18,673.00	20,465.00	25,838.00
9	17,000.00	19,123.00	20,915.00	26,288.00
10	17,450.00	19,573.00	21,365.00	26,738.00
11	17,900.00	20,023.00	21,815.00	27,188.00
12	18,350.00	20,473.00	22,265.00	27,638.00
13	18,800.00	20,923.00	22,715.00	28,088.00
14	19,250.00	21,373.00	23,165.00	28,538.00
15	19,700.00	21,823.00	23,615.00	28,988.00
16	20,150.00	22,273.00	24,065.00	29,438.00
17	20,600.00	22,723.00	24,515.00	29,888.00
18	21,050.00	23,173.00	24,965.00	30,338.00
19	21,500.00	23,623.00	25,415.00	30,788.00
20	21,950.00	24,073.00	25,865.00	31,238.00

Board Approved

April 8, 2015

FY 15/16**DAWSON EDUCATION COOPERATIVE
SUPPORT SALARY SCHEDULE
240 DAY**

STEPS	LEVEL I	LEVEL II	LEVEL III
1	17,832.00	20,383.00	26,205.00
2	18,082.00	20,633.00	26,455.00
3	18,332.00	20,883.00	26,705.00
4	18,582.00	21,133.00	26,955.00
5	18,832.00	21,383.00	27,205.00
6	19,082.00	21,633.00	27,455.00
7	19,332.00	21,883.00	27,705.00
8		22,133.00	27,955.00
9		22,383.00	28,205.00
10		22,633.00	28,455.00
11		23,133.00	28,955.00
12		23,633.00	29,455.00
13		24,133.00	29,955.00
14		24,633.00	30,455.00
15		25,133.00	30,955.00
16		25,633.00	31,455.00
17		26,133.00	31,955.00
18		26,633.00	32,455.00
19		27,133.00	32,955.00
20		27,633.00	33,455.00
21		28,133.00	33,955.00
22		28,633.00	34,455.00
23		29,133.00	34,955.00
24		29,633.00	35,455.00
25		30,133.00	35,955.00

Steps 1-10 = \$250.00 increments
Steps 11-25 = \$500.00 increments
Technology Assistant - Index 1.10

Board Approved

Level I - Entry level skills - typing, computer word processing, some office software use knowledge, calculator skill, etc. No minimal formal training.

Level II - Intermediate typing and calculator skills, computer software literate, word processing, etc., skilled. Ability to put these to use immediately. Telephone answering skills, plus some formal training in these areas (i.e. some college courses or seminars with certificate of completion or able to prove skills by demonstration).

Level III - Highly skilled, completed training and proven ability in work area.

Board Approved

November 12, 2014

FY 15/16
DAWSON EDUCATION COOPERATIVE
TEACHER SALARY SCHEDULE
190

STEPS	BSE	MSE	SPEECH- THERAPIST
1	35,407.00	38,928.00	46,367.00
2	35,857.00	39,428.00	46,867.00
3	36,307.00	39,928.00	47,367.00
4	36,757.00	40,428.00	47,867.00
5	37,207.00	40,928.00	48,367.00
6	37,657.00	41,428.00	48,867.00
7	38,107.00	41,928.00	49,367.00
8	38,557.00	42,428.00	49,867.00
9	39,007.00	42,928.00	50,367.00
10	39,457.00	43,428.00	50,867.00
11	39,907.00	43,928.00	51,367.00
12	40,357.00	44,428.00	51,867.00
13	40,807.00	44,928.00	52,367.00
14	41,257.00	45,428.00	52,867.00
15	41,707.00	45,928.00	53,367.00
16	42,157.00	46,428.00	53,867.00
17	42,607.00	46,928.00	54,367.00
18	43,057.00	47,428.00	54,867.00
19	43,507.00	47,928.00	55,367.00
20	43,957.00	48,428.00	55,867.00

***Speech Therapist who have ASHA certification**
****1.51 Index for Behavior Intervention Consultant**
***** 1.42 Index for ESVI Consultant**
******1.35 for ESVI Data Specialist**

Increments = \$450 BSE
Increments = \$500 - MSE & Speech Therapist

Board Approved November 12, 2014

**2015/2016
Teacher Salary Schedule
200 Day**

Step	BSE	MSE
1	37,271.00	40,977.00
2	37,721.00	41,477.00
3	38,171.00	41,977.00
4	38,621.00	42,477.00
5	39,071.00	42,977.00
6	39,521.00	43,477.00
7	39,971.00	43,977.00
8	40,421.00	44,477.00
9	40,871.00	44,977.00
10	41,321.00	45,477.00
11	41,771.00	45,977.00
12	42,221.00	46,477.00
13	42,671.00	46,977.00
14	43,121.00	47,477.00
15	43,571.00	47,977.00
16	44,021.00	48,477.00
17	44,471.00	48,977.00
18	44,921.00	49,477.00
19	45,371.00	49,977.00
20	45,821.00	50,477.00

Board Approved

November 12, 2014

2015/2016

**Special Ed Resource Consultant/Transition Specialist Salary Schedule
220 Day**

Step	Transition	SREC
1	46,986.00	65,412.00
2	47,486.00	65,912.00
3	47,986.00	66,412.00
4	48,486.00	66,912.00
5	48,986.00	67,412.00
6	49,486.00	67,912.00
7	49,986.00	68,412.00
8	50,486.00	68,912.00
9	50,986.00	69,412.00
10	51,486.00	69,912.00
11	51,986.00	70,412.00
12	52,486.00	70,912.00
13	52,986.00	71,412.00
14	53,486.00	71,912.00
15	53,986.00	72,412.00
16	54,486.00	72,912.00
17	54,986.00	73,412.00
18	55,486.00	73,912.00
19	55,986.00	74,412.00
20	56,486.00	74,912.00

Board Approved

November 14, 2015

DAWSON EDUCATION COOPERATIVE

School Districts served in Dawson Education Service Cooperative:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

Officers of the Board

Name	Position	School District
Steve Anderson	President	Lake Hamilton School District
Susan Stewart	Vice-President	Bismarck School District
Ron Wright	Director/Ex-Officio	Dawson Education Cooperative
Billie Garlin	Secretary	Dawson Education Cooperative

Members of the Board

Name	Position	School District
Donnie Whitten	Board Member	Arkadelphia School District
Matt Donaghy	Board Member	Bauxite School District
Jeff Collum	Board Member	Benton School District
Susan Stewart	Board Member	Bismarck School District
Tom Kimbrell	Board Member	Bryant School District
Dan Breshears	Board Member	Centerpoint School District
Nancy Anderson	Board Member	Cutter Morning Star School District
Darin Beckwith	Board Member	Fountain Lake School District
Tim Holicer	Board Member	Glen Rose School District
Allen Blackwell	Board Member	Gurdon School District
Daniel Henley	Board Member	Harmony Grove School District
Joyce Craft/Mike Hernandez	Board Member	Hot Springs School District
Ron Looper	Board Member	Jessieville School District
Jeff Alexander	Board Member	Kirby School District
Steve Anderson	Board Member	Lake Hamilton School District
Shawn Cook	Board Member	Lakeside School District
Danny Thomas	Board Member	Magnet Cove School District
Brian Golden	Board Member	Malvern School District
Bobby Gray	Board Member	Mountain Pine School District
Ronnie Kissire	Board Member	Ouachita School District
Jerry Newton	Board Member	Poyen School District
Roger Featherston	Board Member	South Pike County School District

Dawson Teacher Center Committee 2015-16		
Committee Member	District	Position
Joan Crowder	Arkadelphia School District	Middle School Teacher
Rotating Assignment	Bauxite School District	Media Specialists
Ally Brown	Benton School District	Elementary Teacher
Michael Copeland	Bismarck School District	High School Teacher
Rotating Assignment	Bryant School District	High School Teacher
Trudy Hughes	Centerpoint School District	Curriculum Coordinator
Nancy Anderson	Cutter Morning Star School District	Elementary Administrator
Brad Sullivan	Fountain Lake School District	Central Office Administrator
Brenda Wilson	Glen Rose School District	Middle School Teacher
Carla Jester	Gurdon School District	Literacy Coach
Pam Balding	Harmony Grove School District	Elementary Teacher
Anne Gentry	Hot Springs School District	Central Office Administrator
Rotating Assignment	Jessieville School District	High School Teacher
Delores Cowart	Kirby School District	Elementary Administrator
Kristi Anderson	Lake Hamilton School District	Elementary Math Coach
Tammy Brown	Lakeside School District	Elementary Teacher
Rotating Assignment	Magnet Cove School District	High school Teacher
Tina Hobbs	Malvern School District	Elementary Administrator
Dana Janush	Mountain Pine School District	Central Office Administrator
Lyn McDade	Ouachita School District	Elementary Administrator
Laura Sanders	Poyen School District	Curriculum Administrator
Melissa Jones	South Pike County School District	Teacher

Dawson Education Cooperative
DATE: June 2016

Program Summaries...

PROGRAM: ADMINISTRATION

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes No X

RESTRICTED **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Ron Wright, Director, B.S.E., M.S.E.

Beth Neel, Teacher Center Coordinator, M.S.E.

Trish Lamb, Business Manager

Veronica Nelson, Assistant Business Manager, B.B.A.

Tamra Dempsey, Business Office Assistant

Billie Garlin, Administrative Assistant

Brenda Malcom, Receptionist

Sandra Ankton, Professional Development Specialist, B.B.A.

Sue Newton, Secretary

GOAL:

The director of the Dawson Education Cooperative is employed by the Board of Directors to administer the programs and services of the organization. The director's duties also include maintaining and supervising both the licensed and non-licensed employees. The director works closely with the teacher center coordinator and the program coordinators to insure a seamless and productive work environment for all employees.

PROGRAM SUMMARY:

The Dawson Education Cooperative receives a state based grant each year. This base grant provides for a director, a teacher center coordinator, a business office, and other classified office personnel. The remainder of the co-op budget comes from grants and the local school districts it serves. The funds are "pooled" so that stronger programs can be returned to each of the member schools.

The director, who is hired by the Board of Directors, has the responsibility for general supervision of all cooperative programs. A Board of Directors that consists of a representative from each of the member school districts governs Dawson Co-op. The Board has elected to use an Executive Committee which is made up of one representative from each of the six counties, the Board President, the Board Vice-President, and the immediate Past President. The actions of the Executive Committee are submitted to the full Board of Directors for concurrence.

The educators in the twenty-two school districts Dawson serves guide the Co-op. Our schools' staff is the major source of input for direction of Co-op services. The Teacher Center Committee and facilitator groups are comprised of teachers and other staff from all member schools in the areas of literacy, math, science, social studies, counselor, drug education, career and technical,

technology, gifted and talented, principals, assistant superintendents, distance learning, etc. All of these groups ensure responsiveness to the needs of local districts by Co-op staff through their continuing input.

The Co-op is able to provide many additional services because of its collaboration between the Arkansas Department of Education and the institutes of higher education. Dawson is a part of the statewide co-op network, which meets regularly to discuss issues and concerns. The Arkansas Department of Education is a vital link for the Co-op in planning and implementing activities that enhance student learning. Henderson State University, Ouachita Baptist University, College of the Ouachitas, and National Park Community College are strong partners with Dawson Co-op. The Co-op also has strong community support, with staff members serving on committees for local, regional and state agencies. Dawson Co-op works closely with the Arkansas Legislature and believes in Governor Beebe's platform for success: "In Arkansas, Education and Economic Development go hand-in-hand."

MAJOR HIGHLIGHTS OF THE YEAR

Dawson Co-op continues to host a Legislative luncheon where superintendent's from our 22 districts were invited to attend and meet with our Arkansas State Legislature. This event is very instrumental in maintaining a positive relationship with those who are making the laws that govern our schools. Also, Dawson hosts an annual superintendent's conference to provide administrators with their required professional development hours.

PROGRAM:

ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

FUNDING SOURCE: Arkansas Better Chance for School Success

COMPETITIVE GRANT: YES X NO _____

RESTRICTED X **NON-RESTRICTED** _____

PARTICIPATING DISTRICTS:

Bauxite, Benton, Bismarck, Centerpoint, Harmony Grove, Hot Springs, Jessieville, Magnet Cove, Malvern, Mt. Pine, Ouachita, South Pike County, and Poyen.

PERSONNEL:

Tonja Lewis, Coordinator, M.S.E.

Diedra Middleton, Program Specialist, A.A.

Tanika Flannigan, Administrative Assistant, B.B.A.

P4 Certified Teachers:

Molly Broyles Amanda Burroughs, Janna Clements, Amanda Coleman, Ashley Denison, Dawna Hill, Cheryl Kindervater, Karissa Kissire, Laura Lancaster, Katie Little, Courtney Matthews, Kristen McLaughlin, Polly Medlock, Shannon Perez, Polly Petty, Ramsi Richey, Keri Rutherford, Amanda Sarver, Melinda Scott, Carrie Shankles, Michelle Shuffield, Pamela Smart, Leigh Ann Ventress, Brooke Woolford, Charity Vaught, Karen Ware, Karyn Wyatt

CDA/AA/BA Certified Paraprofessionals:

Courtney Buckelew, Karen Carter, Amy Clements, Gail Curran, Stephanie Evans, Rachael Finley, Debbie Forsythe, Kimberly Gibson, Kristi Hampel, Donna Hillis, Amanda Hine, Emily Holt, Paula Hughes, Breanna Johnson, Shana McDermott, Tammy McKeehan, Teresa McMahan, Amy Morrison, Naomi Parker, Jennifer Roberts, Jessica Shearin, Vickie Smith, Heather Stringfellow, Tamra Speers.

Part-time Substitutes – As needed – Sub Teach

GOALS AND OBJECTIVES:

- Provide high-quality, developmentally appropriate programs for preschool children
- Provide a safe and nurturing environment that promotes development and enhances the learning of each individual child in the program
- Establish relationships with families of each preschool child
- Collaborated with community members to deliver high quality services to preschool children and their families
- Provide a well qualified and trained staff

PROGRAM SUMMARY:

The Dawson Education Cooperative Arkansas Better Chance for School Success Program provides high-quality, developmentally appropriate preschool programs for educationally deprived children ages 3 and 4 years from families with gross income not exceeding 200% of the Federal Poverty Level.

MAJOR HIGHLIGHTS OF THE YEAR:

Scholastic Book Fair; Donuts for Dads; Muffins for Moms; Visits from Community Firemen; Dentists and Doctors; St. Jude Trike A Thon; Family Fun Day; Preschool Graduation

PROGRAM:

AR CO-TEACHING PROJECT & THE STRATEGIC
INSTRUCTION MODEL (SIM) PROFESSIONAL
DEVELOPMENT

FUNDING SOURCE: State Performance Grant

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X **NON-RESTRICTED**___

PARTICIPATING DISTRICTS:

AR Co-Teaching Project:

The Arkansas Co-Teaching Project provides technical assistance to all districts in Arkansas interested in beginning or improving an existing co-teaching program. During 2015-16, the project formed a partnership with Johns Hopkins University's Center for Technology in Education (JHUY CTE) to provide Boundless Learning Co-Teaching, a yearlong blended professional development package, to interested schools. The following districts and schools participated: Bentonville (Cooper Elementary and Elm Tree Elementary), Crossett (Crossett High School), Mountain Home (Mountain Home Junior High), Pine Bluff (Jack Robey Jr. High, Pine Bluff High, and Belair Middle), Rivercrest (Rivercrest Junior High, Searcy County (Marshall High), and Osceola (Osceola High). The project also offered email and telephone technical assistance in the co-teaching model to all districts statewide. Onsite co-teaching model overviews were also provided on request.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

The role of the AR SERC consultant was limited during 2015-16 to participating in SIM professional developers' activities and promoting SIM professional development activities.

PERSONNEL:

Rose Merry Kirkpatrick, Educational Consultant, Coordinator of AR Co-Teaching Project & Strategic Instruction Model (SIM) Professional Developer, B.A., M.S.E.

GOALS:

AR Co-Teaching Project:

The AR Co-Teaching Professional Development Project was designed to provide technical assistance and professional development to districts interested in beginning or improving a co-teaching program. Co-Teaching is, "an instructional delivery approach in which a classroom teacher and a special education teacher (or other special service professional) share responsibility for planning, delivering, and evaluating instruction for a group of students, some of who have exceptional needs" (Friend, Reising, and Cook). By adopting this model, schools were able to meet the highly qualified requirement and at the same time, students with disabilities were able to access the rigorous general education curriculum and receive their special education services in the least restrictive environment, the general education classroom. In addition to providing a solution to these regulatory issues, many early adopters of the model within the state reported academic and behavior gains for students with disabilities who previously had been taught in special education pull-out programs. Unfortunately, as more schools rushed to implement the model, not all met with the success they had anticipated. Upon closer examination, it was determined that the implementation practices of some schools were negatively impacting their results. The AR Co-Teaching Professional Development Project was created to assist districts and schools in improving the fidelity of implementation and the effectiveness of the co-teaching model.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

The AR-SERC consultant also serves as a Strategic Instruction Model (SIM) Learning Strategy professional developer with the UCA Mashburn Center's Adolescent Literacy Intervention Project. The project provides professional development to interested special education teachers and intervention teachers in Arkansas involved in school based programs designed to improve academic outcomes for struggling adolescents including those with disabilities.

PROGRAM SUMMARY:

The AR Co-Teaching Project:

The AR Co-Teaching Project in partnership with Johns Hopkins University's Center for Technology in Education (JHU CTE) provided Boundless Learning Co-Teaching, a yearlong blended professional development package to interested schools across the state of Arkansas. The yearlong comprehensive package follows research based professional development practices. It includes a traditional face-to-face Kick Off session to provide basic information about the model and to acquaint participants with the online modules and the expectations for completing them, 6 online facilitated modules for co-teachers, electronic learning communities for co-teachers and building principals, online support meetings for principals, onsite coaching, a follow-up face-to-face session designed to deepen learning about effective co-teaching practices and to celebrate achievements of participants, and implementation evaluation. The professional development package activities began in the fall and continued until the end of the school year.

The project's team consists of the project coordinator, co-teaching professional developers from collaborating agencies and projects, independent state co-teaching coaches, the Boundless Learning Co-Teaching professional development team from JHU CTE, and Dr. Cynthia Pearl, University of Central Florida, national co-teaching researcher. As part of the efforts to adhere to current best practices in professional development, the project relies upon implementation evaluation data collected from participating schools to guide its planning and to provide direction to schools participating in its comprehensive professional development package.

In addition to the Boundless Learning Co-Teaching professional development package, the AR Co-Teaching Project team provided overview sessions in one half day to one full day formats to interested districts to provide basic information about the model as well as resources for continued learning. Schools interested in implementing co-teaching for the first time in 2016-17 were invited to participate in implementation planning sessions that included half or full day sessions, webinars, and conference calls. The project team also offered the following services to all interested districts and schools in Arkansas: presentations at the AR Council for Exceptional Children Conference, a co-teaching informational website, and email/telephone technical assistance.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

As a SIM professional developer with the UCA Mashburn's Center's Adolescent Literacy Intervention Project, the AR-SERC consultant collaborated with Mashburn Center and Arkansas State Personnel Development Grant (SPDG) staff to promote professional development opportunities for schools interested in implementing SIM Learning Strategies to address the needs of struggling adolescents including those with disabilities. The consultant was also available to provide SIM Learning Strategies professional development as needed.

MAJOR HIGHLIGHTS OF THE YEAR:

AR Co-Teaching Project:

During the 2015-16 school year, the Arkansas Co-Teaching Project partnered with Johns Hopkins University's Center for Technology in Education (JHUY CTE) to provide Boundless Learning Co-Teaching, a yearlong blended professional development package, to a statewide cohort of 10 schools. The professional development package included traditional face-to-face sessions, facilitated online modules and web meetings, and onsite coaching.

Fidelity of implementation continued to be an important goal for the project. Each participating school was required to participate in the project's comprehensive professional development package. The package contained an implementation evaluation plan that measured change in system support (school practices) for the co-teaching model, application of the co-teaching model in the co-taught classroom, and the model's impact on students. Since this process is not completed until the end of the school year, the information included in this year's report does not include the analysis of the 2015-16 pre/post data. Instead, results from the work completed during 2014-15. At that time, schools participated in a yearlong package designed by the AR Co-Teaching Project that included a one-day foundational session on co-teaching by national co-teaching expert, Dr. Lisa Dieker; a one-day implementation planning session with the school's Co-Teaching Building Leadership Team (BLT); three webinars on differentiated instruction in the co-taught classroom; two webinars on implementation planning for the Co-Teaching BIPT; onsite coaching; and implementation evaluation.

The 2014-15 evaluation results included student outcome measures in the form of final grades of students from 12 schools. In the 43 co-taught classes of **1,004** students (218 students with disabilities and 786 students without disabilities), the following indicated:

92% of students with disabilities received passing grades

67% of students with disabilities received "C" or higher

Although the number of students with disabilities who received passing grades is comparable to previous years, the number of students who received "C" or higher grades is not. In comparing the results, it was noted that the mean average for both students with and without disabilities was lower than previous years. The number of students represented was also lower than previous years. One school did not submit grades, and another school did not plan to implement co-teaching until the fall of 2015. The high number of schools in Needs Improvement and Priority may also have impacted the grades.

Changes in school system practices are necessary in order to implement the co-teaching model with fidelity. Changes in system practices are measured by the Action Planning Checklist. The survey includes a list of 29 building support actions critical to a successful co-teaching program. The average participating school addressed 84.48 of the items to some extent by the spring of 2015. Co-teachers changes in instructional practices and collaborative relationship development with their partners was measured with the Colorado Assessment of Co-Teaching (CO-ACT) survey. At the conclusion of the yearlong professional development, a total of only 10 of the 42 items had means of less than 4.0 (agree) indicating that many of these teachers perceived that progress had been made over the school year.

Individual school evaluation results from 2014-15 were shared with the school's Co-Teaching Building Leadership Team (BLT) for their use in planning for 2015-16. The summary evaluation results were used by the AR Co-Teaching Project's team to capture the results of the

2014-15 professional development package. Implementation evaluation data the Boundless Learning Co-Teaching package for 2015-16 will be collected at the end of the school year. The data will then be compiled and analyzed and a final report provided to schools participating in the 2015-16 professional development package. This will provide the AR Co-Teaching Project with the data needed to compare the results of their previous package with the Boundless Learning Co-Teaching package.

Adolescent Literacy Intervention Project Strategic Instruction Model (SIM) Learning Strategies Professional Development Project:

The AR SERC consultant's role was limited to assisting with program review, professional developers' sessions, and promotional activities during 2015-16.

PROGRAM: ARKANSAS LOCAL EDUCATION AGENCY RESOURCE NETWORK (AR LEARN)

FUNDING SOURCE: State Performance Grant

COMPETITIVE GRANT: Yes___ No X

RESTRICTED Yes X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lakeside, Lake Hamilton, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County in the Dawson Education Cooperative and all other school districts in the state of Arkansas.

PERSONNEL:

Sandra Ankton, Program Manager, B.S.

GOAL:

The AR LEARN mission is to promote sound research-based building and classroom educational practices to achieve the educational results required by the individuals with Disabilities Education Act (IDEA) and the Arkansas Department of Education.

It is the mission of AR LEARN to be able to respond to statewide needs as well as those of individual school districts. AR LEARN also provides customized technical assistance on-site by independent special education consultants who assist in helping any school district meet required IDEA State Performance Plan targets. ARLEARN is particularly interested in working with districts that have been determined by this office to be in the "needs assistance" category for full state and federal compliance.

Customized technical assistance is delivered on site by independent special education consultants who can assist in helping any school district meet required IDEA State performance plan targets, as the need arises.

PROGRAM SUMMARY:

The Arkansas Local Education Agency Resource Network (AR LEARN) is a local education network that partners with statewide public and private local education agencies and other educational entities to assist in meeting the challenges of providing 21st century special education services. The state wide professional development program is designed to build the capacity of local special education personnel and, to the extent appropriate, that of general educational professionals as well.

MAJOR HIGHLIGHTS OF THE YEAR:

AR LEARN offered "Educating Children with Asperger's Syndrome in the General Education Classroom, in all fifteen Arkansas Education Service Cooperatives. Mary Ann McIntyre, was the presenter. The workshop reached a total of 230 teachers/educators. AR Learn also sponsored the 2015 ADE Special Education Unit's Administrator's Academy.

PROGRAM: ARKANSAS TRANSITION CONSULTANT SERVICES

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes X No

RESTRICTED **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Garland County: Cutter-Morning Star*, Fountain Lake, Jessieville*, Hot Springs, Lake Hamilton*, Lakeside, Mountain Pine* Saline County: Benton*, Bryant, Harmony Grove* Hot Spring County: Bismarck*, Glen Rose*, Magnet Cove, Malvern, Ouachita* Clark County: Arkadelphia*, Gurdon* Pike County: Centerpoint*, South Pike Co., Kirby*

*visited/met each LEA at their home Districts

GOAL:

Arkansas Transition Services is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes.

PROGRAM SUMMARY:

The Arkansas Department of Education, Special Education Unit, funds a grant by which the consultant group, Arkansas Transition Services, works to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes, as mandated by the Individuals with Disabilities Education Act.

Arkansas Transition Services consists of six transition consultants across the state, including a State Transition Coordinator. All consultants provide district, regional and state-wide trainings and technical assistance throughout the year. Arkansas Transition Services develops and provides trainings based not only on Federal and State mandates, but also on the needs of school districts and transition teams in the area of transition. Some of these trainings include how to develop transition classes, transitions assessment trainings, involving the student in transition planning, compliance with transition indicators, and how to gain parental participation and how to establish local transition teams. We continue to work hard to build capacity in the districts through thorough reviews of transition plans, followed up with report findings and recommendations for additional training. This has been an effective and proactive practice that districts have participated in prior to being monitored by the Special Education Unit.

ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. A collaborative effort is made among districts, agencies and ATS to hold Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams. ATS maintains a leadership role in the Arkansas Interagency Transition Partnership, which works to bring agencies together to discuss issues and develop strategies to better serve schools and students in reaching positive post-school outcomes.

Arkansas Transition Services has worked with several technical assistance centers, including National Secondary Transition Technical Assistance Center, National Post School Outcomes Center and National Dropout Prevention Center for Students with Disabilities. These technical assistance centers now are under one project, National Technical Assistance Center on Transition

(NTACT formerly NSTTAC). NTACT is a national technical assistance center funded by the U.S. department of Education's Office of Special Education Programs and is focused on improving transition outcomes. Each year, at least two ATS representatives attend the NTACT sponsored, Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, teacher representatives and IDEA Data and Research representatives. While at the meeting, we develop an action plan based on the transition needs in Arkansas in transition and our different perspectives. This plan is then carried out through our collaborative work with districts, students, parents and agencies during the year.

FILE REVIEWS PROVIDED TO:

Bismarck, Cutter-Morning Star; Glen Rose; Jessieville; Ouachita; Poyen; Prescott; Kirby; Gurdon

DISTRICT TRAININGS PROVIDED TO:

Harmony Grove; Bismarck; Glen Rose; Cutter Morning Star; Benton (pilot forms and PCP); Ouachita

CONSULTS PROVIDED TO:

Bryant; Cutter-Morning Star; Jessieville; Lake Hamilton; Harmony Grove; Malvern; Ouachita; Prescott; Arkadelphia

PROFESSIONAL CONFERENCES/SESSIONS PRESENTED/ATTENDED:

Arkansas Interagency Transition Partnership (AITP) – Goodwill, Little Rock
Video Modeling – Ryan Kellums
Study Apps – Tony Vincent
Arkansas Association of Educational Administrators Conference (AAEA)
Workforce Innovation and Opportunities Act Conference
LEA Academy – Little Rock Embassy Suites
State Toolkit for Examining Post School Success Focus Group (STEPSS)
AR Department of Education Standards Based IEPs (3 day training)
Oklahoma Transition Conference – Norman, OK
Person Centered Planning Training – AR Studies, Little Rock
Council for Exceptional Children Conference – Embassy Suites, Little Rock (presenter)
AR Transition CADRE – Hilton Garden, Little Rock
Google Docs Tech Training – Dawson
Autism Symposium – University of Arkansas at Fayetteville
Arkansas Rehabilitation Association – ARA, Hot Springs

MEETINGS ATTENDED:

LEA Area V; New Transition Paperwork Pilot District Trainings; Superintendents' Meeting; ADE-SEU Consultants Meeting; AR Rehab Services DM/VR Counselors Meeting; AR Workforce Partner Meeting (Central-West Region: Lonoke); Person Centered Planning Meeting; AR Promise; ATS Staff Meetings

IEP MEETINGS ATTENDED:

Jessieville; Benton

TRANSITION FAIR ATTENDED:

Cutter-Morning Star; Harmony Grove; Benton (Parent Night); College of the Ouachitas (COTO-Glen Rose); Texarkana

SPECIAL EVENTS ATTENDED:

Project SEARCH Tour (AR Children's Hospital); ACAP Tour (SouthArk Com. Community); Jackson House (Cutter-Morning Star); Civitan Services Tour (Bryant)

SUMMER PROFESSIONAL DEVELOPMENT TRAINING(S):

Transition Toolkit Training: July 18
Transition Practices for Post School Success: July 19
Transition Planning: Considerations for Students on the Autism Spectrum and Students with Intellectual Disabilities: July 19

MAJOR HIGHLIGHTS OF THE YEAR:

A Transition Summit is also held every other year for local transition teams around the state to meet and assess the needs of the team's area. (tentatively scheduled for October 19-20, 2016) These teams then develop a plan based on those needs to improve transition outcomes. A Summit was held in October 2014 with record-breaking attendance – 264 attendees (including 164 Special Educators, 44 Special Education Administrators, 11 agency members, 3 PT/OT/Speech Therapists, 4 parents and 38 other educators) and 53 teams from 48 districts. The focus was Student Focused Planning. We also held two Cadre meetings where the local teams came together to receive professional development in transition assessments, student focused planning, practice profiles and post school options. These events provided opportunities for continued team planning and networking, as well.

This year marks the 10th anniversary of College Bound Arkansas! This is another annual event held in collaboration with University of Central Arkansas. It is a three day residential program intended to increase student's knowledge of accommodations at the post-secondary level, assistive technologies, leadership skills, and other exciting aspects of college life. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level. This year we will introduce our "Freshman Fifteen", also at UCA campus, designated for current high school freshmen their parents, guardians or teachers. This one day introduction to college life will touch on fifteen topics to consider if students are thinking about attending college.

CIRCLES is an innovative approach to providing transition planning services. In CIRCLES, there is a School Level Team (SLT), made up of school staff and the caseworkers and case managers of each of the outside agencies who might be able to help our students make this transition successfully. There is also a Community Level Team (CLT), made up of agency and district administrators.

These two different teams meet separately to serve to different functions in the CIRCLES model of service delivery. There are currently two schools in Arkansas piloting the CIRCLES program.

The State Toolkit for Examining Post-School Success (STEPSS) is a web-based, data-based decision making tool designed to support state departments of education in disseminating and using data related to secondary transition (SPP Part B Indicators 1, 2, 13, and 14) to improve in-school transition programs for youth with disabilities.

Our website (www.arkansastransition.com) h. includes a wide variety of resources that are updated on a regular base. Some of those resources are closed captioned video; a quarterly newsletter; a Transition Fair Toolkit and Guidance and Career Counselor's Toolkit for teachers and counselors; interactive IEP forms for students; healthcare transition information for parents; and updated agency resources by county.

The Arkansas Interagency Transition Partnership (AITP) is a State Interagency team which includes a variety of stakeholders who are supporting youth with disabilities so they can have the best chance for success as adults. State interagency teams are comprised of representatives of all agencies involved in preparing, connecting and receiving youth with disabilities as they transition from secondary school to post-school environments. Many of the services available to students under IDEA end when the student leaves secondary school. Students with disabilities are significantly unemployed and underemployed upon leaving school compared to their peers that do not have disabilities. The AITP envisions a state that respects and values all individuals with and without disabilities who fully participate together in all life experiences. Our mission is to, through coordination and collaboration; improve lifelong outcomes for youth and young adults with disabilities. The AITP holds annually the AITP Summer Connections as a way for district personnel around the state to learn about a variety of agency services.

The AITP also offers a Resource Guide which offers some guidance to parents on activities they can do from ages birth to high school that will help in the secondary transition process. This durable folder can offer a "roadmap" of important things to look into activities to do at home, agencies to connect with and suggestions for becoming more involved in the transition process--- AND encouraging their children to become more involved. The folder contains contact information for valuable resources that can help in the secondary transition process. We have even coordinated some of the activities with agencies and resources that can offer assistance in many of the activities.

PROGRAM: DAWSON CAREER EDUCATION

FUNDING SOURCE: Carl D. Perkins Vocational and Education Act of 2006

FUNDING AMOUNT: 322,726.00

COMPETITIVE GRANT: Yes___ No_X__

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Bismarck, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County.

PERSONNEL:

April Shepherd, Career Education Coordinator, B.S.E., M.S.E.
Janie Freeman, Career Education Program Assistant

GOALS:

To assist Dawson Perkins Consortia schools in meeting federal Carl Perkins IV Performance Indicators with program improvement and integration activities and working toward goals set in the five year local plan to meet Perkins IV law. The goals are updated annually based on ACE data to each LEA and Dawson Perkins Consortia.

To work as a liaison between ACE and the Dawson Perkins LEAs to implement Career Education (CE) programs and projects, i.e. ACE Technical Assistance Visits, WETesting at End of CE courses and reporting these test results back to each LEA, CTE completers and placement reporting, national certifications, assist with writing grants for program development, assist in program development and implementation of CTE student organizations, and work with each LEA to develop new/expanded Programs of Study.

Support professional development of career education to administrators, teachers and counselors within the Dawson Consortium. Provide professional development integration activities across all programs of study to meet the negotiated targets established by the Arkansas Department of Career Education; i.e. college and career readiness, modern workplace, teacher internships, career action planning, training for national certifications such as Adobe, IC3, NCCER, OSHA, FACS ServSafe.

PROGRAM SUMMARY:

Perkins IV was signed into law August 2006, and DESC Perkins Consortia works with the Arkansas Department of Career Education to meet the negotiated target goals set and approved by the state. The Perkins Indicator areas include Literacy, Geometry, Technical Skills Attainment, School Completion and Graduation, Placement and Non-Traditional Participation and Completion. In 2015-16, Dawson continued serving its schools in regards to providing assistance in the areas of school improvement with a goal of improving literacy and technical skill attainment in accordance with Perkins IV mandates. April Shepherd met on site with principals, curriculum leaders and teachers and discussed strategies for improving in these areas of improvement.

Dawson provides professional development opportunities in specific areas to assist federal and state mandates and to assist in the development, improvement and implementation for programs of study. Dawson assists school district in writing start up grants for new programs of study, prepare for technical assistance visits, suggest relevant research based learning opportunities to CTE administrators and teachers. Dawson assists the school districts in providing end of year reports for end of course data and district report cards in meeting the states negotiated targets.

Dawson works with College of the Ouachitas, National Park Community College, Henderson State University and the West Central WIOA Board to establish a partnership with business and

industry. This partnership establishes procedures to assist in the successful transition from secondary into post-secondary and the world of work.

Dawson provides subject specific professional development opportunities for administrators, teachers and counselors. Dawson attends meetings of professional learning communities to assist in program development with curriculum and state mandates. Dawson assists school districts in writing start up grants, provides assistance with funding issues and equipment, assists districts in preparing for state technical assistance visits and suggests research based learning opportunities for career and technical administrators and educators.

Dawson provides end of year reports for career and technical end of course testing, information on the school report card in meeting the state negotiated targets and approval of programs of study.

MAJOR INITIATIVES:

MITA —Microsoft Information Technology Academy—Dawson continued to provide training and resources in conjunction with ACE and Consortia schools to maximize the ability of schools to offer curriculum and testing opportunities needed for students to obtain national certifications. Dawson and AR Dept. of Career Education, working with PCG continued training for ACE EOC testing in Career Education courses to enhance test efficiency, providing complete, user friendly, and easily accessible test data for use by classroom teachers to provide assistance to students during the course. This system better meets the accountability required by the federal Perkins Indicator of Student skills attainment. PCG developed ways and means for more focused reporting appropriate to meet the cooperatives needs to utilize the system with summative data across the consortia.

CCSS and LDC/MDC is expanding and the Dawson Career Education Coordinator worked closely with ADE statewide trainers to enhance this initiative with a focus taken to Career Pathway classroom instructors of schools joining this initiative. Career Counseling has been enhanced with Career Coaches located at COTO in Malvern serving: Glen Rose, Ouachita and Poyen, SAU Tech in Camden serving Fordyce and Cossatot CC serving Kirby and Murfreesboro. Also, Career Development Facilitator (CDF) Open to all schools, 14 thus far have Career Coaches on-site, plus CDFs at COTO and NPCC.

Dawson Co-op's conducted the second annual CTE Regional Advisory Council Meeting with Business and Industry. Dawson's steering committee assisted in obtaining employment data for the geographic region. The steering committee looked at Labor Market Information to find top employment areas within the Dawson region. Based on this data, the committee invited representatives from eight focus areas to offer assistance, knowledge and expertise in helping prepare students for the world of work and post-secondary. The Superintendents, Principals, Counselors, Teachers, Students and representatives from Business and Industry were in attendance. Regional Advisory Councils are an equal partnership between schools, cooperatives, career centers, colleges and employers. This meeting should assist schools in reviewing labor market data, aligning secondary and post-secondary programs, offer dual and articulated credit where applicable, identifying extended learning opportunities for students, and determine training and skill sets needed from business and industry to assist students in obtaining employment in hard to fill areas. Working together, we will assist the needs of our students and employers which will benefit this region of the state economically. Another CTE Regional

Advisory Council Meeting was held in Hot Springs with many of the same goals, the panel for this meeting was composed of Human Resources specialists from the Dawson Co-op area.

Dawson sponsored a Modern Workplace training to educate administrators, teachers, and counselors about the new manufacturing principles entitled Lean 101. As a result of the Modern Workplace training, attendees participated in a teacher apprenticeship allowing them to work 40 hours in a business related to his/her field. Teachers obtained the necessary skill set to further educate students and prepare them for post-secondary and/or employment.

PROGRAM: DAWSON CENTER FOR DIGITAL LEARNING/VIRTUAL
ARKANSAS CTE CAMPUS

FUNDING SOURCE: Arkansas Department of Education

FUNDING AMOUNT: \$855,981

COMPETITIVE GRANT: Yes X No

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS: 139 TOTAL

Academics Plus, ACORN, Alpena, AR. School for the Blind, Arkadelphia, Armorel, Ashdown, Badger Academy, Bay, Bearden, Beebe, Berryville, Bigelow, Bismarck, Blevins, Bradford, Bradley, Brookland, Bryant, Caddo Hills, Calico Rock, Camden Fairview, Carlisle, Cave City, Centerpoint, Clarendon, Clarksville, Clinton, Concord, Cossatot River, County Line, Crossett, Cutter-Morning Star, Danville, Deer, Dermott, Des Arc, Dewitt, Dover, Drew Central, Dumas, Dumas Junior, Earle, East Poinsett Co., Elkins, England, ESTEM Charter, Eureka Springs, Fordyce, Fouke, Gentry, Gravette, Green Forest, Greenbrier, Greenland, Greenwood, Guy-Perkins, Hamburg, Hampton, Harmony Grove, Harmony Grove (Saline), Harrison, Hartford, Hazen, Hector, Hermitage, Highland, Hillcrest, Hope, Horatio, Hot Springs, Hoxie, J.D. Leftwich, Jessieville, Junction City, Kirby, Lafayette County, Lamar, Lead Hill, Lincoln New Tech, Lisa Aacademy, Lisa Academy North, Lonoke, Magnet Cove, Manila, Mansfield, Marshall, Maynard, McGehee, Melbourne, Mena, Midland, Mineral Springs, Morrilton SR., Mount Ida, Mount Judea, Mountain Home, Career Academics, Mountain Pine, Mountainburg, Murfreesboro, Nemo Vista, Nevada, Norfork, Oden, Omaha, Ouachita, Pangburn, Paragould, Pocahontas, Pottsville, Poyen, Prairie Grove, Prescott, Quitman, Rison, Riverside, Rose Bud, Russellville, Scranton, Sheridan, Smackover, Southside, Southside Junior, Sparkman, Spring Hill, St. Joe, St. Paul, Star City, Taylor, Trumann, Valley Springs, Watson Chapel, West Fork, Western Grove, Western Yell Co., White Co. Central, White Hall, Wonderview, Woodlawn.

PERSONNEL:

James Malcom: VA CTE Campus Director
Amanda Stamps: Administrative Assistant
Robert Cooper: Bachelor of Arts in Sociology
Tiffany Cottrell: Bachelor of Science Criminal Justice
Heather Gilmer: Master of Arts in Teaching
Michael Kelly: Doctor of Education: Counseling and Counselor Education
Christie Lewis: Master of Arts in Reading
Becky Kinard: Bachelor of Science in Nursing
Jason Roark: Master of Arts in Teaching
Sara McKinnon: Master of Arts in Teaching
Leesa Potts: Master of Science in Education
Stacy Robinson: Juris Doctorate
Charles Rook: Bachelor of Science in Aviation
Ashley White: Master of Arts in Teaching
Gina White: Juris Doctorate; Bachelor's Degree in Business
Kellye Wood: Master of Science in Education

GOAL:

Working closely with the Arkansas Department of Education, the Arkansas Department of Career Education, and within the confines of Virtual Arkansas, the Dawson Center for Digital Learning provides a career focused curriculum addressing both the national and state career cluster standards. Students gain a solid foundation of career awareness and explore opportunities found within their chosen career pathway. The Dawson Center for Digital Learning provides classes in the following national career clusters: Arts, Audio Visual Technologies and Communication; Health Science; Information Technology, Law, Public Safety, Corrections, and Security; Marketing Sales and Service; Aviation-Pilot; and STEM.

The goals for Dawson Center for Digital Learning include: (1) Ensure that each student receives quality instruction from a licensed highly qualified instructor, (2) Maintain the academic

integrity of digital learning for students in grades 9-12, (3) Meet or exceed the AR Curriculum Frameworks, (4) Incorporate Common Core Standards within the Career and Technical Curriculum, (5) Prepare students for success within the world of work and/or the post-secondary environment.

PROGRAM SUMMARY:

In 2004, Dawson Education Cooperative received a grant from the Arkansas Department of Education to provide instruction to schools using compressed interactive video (CIV). The instructors delivered quality instruction to the schools and students from a central office located in Arkadelphia.

The Dawson Center for Distance Learning began with two teachers and seventeen students in 2004. In 2014-2015, Dawson transitioned to a focus on a digital learning model of instruction and expanded to include fifteen teachers and thirty course offerings. For 2015-2016, thirty-four courses were offered, including: Abnormal Psychology; Advanced Photography; Airport, Airspace and Weather Conditions; Arkansas Legal; Career Readiness; Career Ready 101; College and Career Readiness; Computerized Business Applications; Criminal Law; Fashion Merchandising; Forensics and the Law; Fundamentals of Flight; Fundamentals of Photography; Human Anatomy and Physiology; Human Behavior and Disorders; Intermediate Photography; International Travel; Introduction to Criminal Justice; Introduction to Hospitality; Introduction to Law, Public Safety, Security, and Corrections; Introduction to Medical Professions; Introduction to Travel and Tourism; Law and Order Career Intent; Marketing; Medical Procedures; Medical Terminology; Pathology; Private Pilots Operation; Programming I; Programming II; Spanish I; Sports Marketing and Entertainment; Travel Destinations; Web Design I. Each of the above listed courses met or surpassed the AR Frameworks. In all, 5,450 enrollments were serviced and received quality instruction through the Dawson Center for Digital Learning during the 2015-2016 school year.

MAJOR HIGHLIGHTS OF THE YEAR:

Three students from Highland High School attended SkillsUSA in 2016 and competed in the Photography Competition. A Senior Highland student won the top position at the competition, and as the gold winner, will compete at the national SkillsUSA competition in Louisville, Kentucky.

Dawson was granted approval from the AR Department of Career and Technical Education to pilot the first Aviation Program of Study within the state of Arkansas six years ago. A flight instructor from Henderson State University delivered instruction to thirty-one students from Arkadelphia High School and Lakeside High School during the 2015-2016 school year. During their first year of aviation classes, students are enrolled in Aviation I. Over the past two years, students have continued the program of study and graduated as completers in Aviation. Students receiving credit in the Aviation classes will be allowed to transfer a total of seven credit hours to Henderson State University once they have completed twelve hours of instruction there. A senior from Lakeside High School has enrolled in Henderson State University and is currently pursuing a major in the field of Aviation.

Several field trips were offered during the year to supplement the career and technical education curriculum. Students enrolled in a Photography course traveled to either the Little Rock Zoo or the Memphis Zoo to take pictures of the animals. The students entered a local competition

which made them eligible for entrance into the Arts Guild Competition. Students enrolled in Introduction to Criminal Justice visited the Washington County Detention Center.

The Health Science teachers, Becky Kinard and Kellye Wood, traveled to receiving sites to certify students in CPR and dissect sheep's hearts with students. There was 100% proficiency with students tested for CPR certification. 76 students received CPR certification through the Medical Procedures class.

PROGRAM: EARLY CHILDHOOD SPECIAL EDUCATION

FUNDING SOURCE: FEDERAL STATE

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED ☒ **NON-RESTRICTED** ☐

PARTICIPATING DISTRICTS:

Gurdon School District, Arkadelphia School District, Bismarck School District, Centerpoint

School District, South Pike County School District, Kirby School District, Magnet Cove School District, Glen Rose School District, Ouachita School District, Malvern School District, Benton School District, Harmony Grove School District, Bauxite School District, Fountain Lake School District, Cutter-Morning Star School District, Jessieville School District, Mt. Pine School District, Lake Hamilton School District, Lakeside School District, Hot Springs School District, Poyen School District

PERSONNEL:

Sandra Francis, ECSE Coordinator (M.S.E); Shannon Leathers, ECSE Teacher (M.S.E); Susan Fulton, ECSE Teacher (B.S.E); Nannette Kirksey, ECSE Teacher (B.S.E); DeAnn Hipps, ECSE Teacher (M.S.E); Melissa Thomason, ECSE Teacher (M.S.E); Rebecca Denson, ECSE Teacher (M.S.E); Mary Thompson, ECSE Teacher (B.S.E); Cathy Renae McGraw, ECSE Teacher (M.S.E); Rebecca Barnes, ECSE Teacher (B.S.E); Sharon Brogden, SLP (M.S.E, C.C.C); Brittany Matthews, SLP (M.S.E, C.C.C); Melinda Salloukh, SLP (M.S.E, C.C.C); Kimberly Rogers, SLP (M.S.E, C.C.C); Christy Shuffield, SLP (M.S., C.C.C); Teresa Warner, SLP (M.S.E, C.C.C); Shasta Pentecost, ECSE Behavior Specialist (M.S.E, L.P.C); Citronella Dixon, ECSE Program Specialist (B.S.E); Danette Jennings, ECSE Program Specialist (B.S.B.A); Alesa Lambert, ECSE Paraprofessional (C.D.A); Latasha Evans, ECSE Paraprofessional (C.D.A); Jennifer Coleman, ECSE Paraprofessional (C.D.A); Teresa Davis, ECSE Administrative Assistant; David Ashbaugh, ECSE Assistant; Amber Weems, ECSE Medicaid Billing; Abbey Smith, SLP (M.S.E.)

PROGRAM GOALS:

To provide special education and related services for children with disabilities from three to five years of age, to transition from Early Intervention into ECSE services and to transition from ECSE into school age programs.

PROGRAM SUMMARY:

The Early Childhood Special Education Services are provided in a manner which meets the individual development/educational needs of each child, which may include screening, evaluation, speech/language therapy, direct or consulting developmental instruction, counseling, physical therapy, and occupational therapy. Special Education services are provided in the child's natural preschool environment, which may include home, Head Start Centers, private and parochial preschools, Arkansas Better Chance Programs, or in the classrooms located on nine school district campuses. Special Education services are provided through written individualized education plans that address each child's unique developmental/educational needs with the ultimate goal of bringing their skills up to an age commensurate level so that they are prepared for success upon entering their school district's kindergarten program.

The Early Childhood Special Education Coordinator participates in and supports a Local Interagency Coordinating Council and a Special Education Advisory Committee. In addition, the program participates in transition from Early Intervention Programs, and transition into and transition from Developmental Disability Kindergarten Programs.

MAJOR HIGHLIGHTS OF THE YEAR:

The Early Childhood Special Education Department continued to lease a new building in Benton, AR to accommodate the families, teachers and therapists with a more central location. The Early Childhood Special Education Program received a \$500.00 grant to purchase and distribute educational materials to children during Arkansas Children's Week.

PROGRAM: FACILITIES SPECIALIST

FUNDING SOURCE: Local

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED ___ **NONRESTRICTED** X

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning-Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County

PERSONNEL:

Leslie Dyess

PROGRAM GOALS:

It is the goal of the Facilities Specialist to advance the level of academic facilities for the Districts within the Co-op. This is accomplished by helping to identify the facility needs of the districts and by aiding with the development of a strategic plan for meeting those needs. The utilization of facilities standards, rules, and funding programs to meet said needs is essential to accomplishing this goal.

PROGRAM SUMMARY:

The Dawson Education Cooperative's Facilities Specialist provides support for the school districts and their staff in the area of facilities planning and construction compliance with Arkansas School Facilities standards/guidelines.

On a yearly basis, the Facilities Specialist will assist the School Districts with their 6 year Facility Master Plan updates. This update will take into consideration current facility conditions and student enrollment as it relates to space availability within the campus. During even numbered years, the Facilities Specialist will assist in preparing application submissions for Partnership Program funding of those construction projects previously determined by the Master Plan to be necessary in meeting the facility needs of the District.

It is the ongoing responsibility of the Facilities Specialist to discuss/evaluate the needs of each individual district within the Dawson Education Cooperative to determine what type of support can be offered.

MAJOR HIGHLIGHTS OF THE YEAR:

This program is now half way through its third year, and a significant amount of effort has been placed into updating/reconciling the state's required reporting tools. The accuracy of these reports will be vital to planning for the unique needs of each district as we move forward. Other milestones include submission of the state mandated 6 year Facility Master Plans, submission of 2017-19 Partnership applications, and funding approval of year 1 Partnership Projects with year 2 funding approval pending.

PROGRAM: GIFTED AND TALENTED

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NONRESTRICTED** ___

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Cutter Morning-Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County

PERSONNEL:

Regina Prothro, Gifted and Talented Specialist, M.S.E. (part-time)
Sue Newton, Secretary

PROGRAM GOALS:

Striving to bring the very best opportunities for educators directly or indirectly involved with the area of gifted education. Such opportunities include differentiation, problem solving and critical thinking skills, Common Core implementation, and the increase of rigor across content areas.

PROGRAM SUMMARY:

The Dawson Education Cooperative's Gifted and Talented Program provides support for teachers of the gifted through professional development presented at quarterly meetings and during the summer.

At the request of the school districts, the following academic activities are provided annually:

- Quiz Bowl Tournaments
- Chess Tournaments
- Monitoring support/preparation
- Secondary content training
- Facilitates Pre-AP trainings

*These events were not limited to gifted children.

PROGRAM: HOME INSTRUCTION FOR PARENTS OF PRESCHOOL
YOUNGSTERS (HIPPIY)

FUNDING SOURCE: Maternal Infant Early Childhood Home Visiting Grant
(MIECHV)

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NONRESTRICTED** ___

PARTICIPATING COUNTIES:

Clark, Dallas, Garland, Montgomery and Pike and Hot Springs

PERSONNEL:

Mary Purtle, Coordinator
Temetria Harris, Home Visitor
Crystal Gibson, Home Visitor
Cathy Morgan, Home Visitor
Michelle Rorie, Home Visitor
Keia McMillan, Home Visitor
Silvia Hughes, Home Visitor

GOALS:

HIPPY's goal is to empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences. HIPPY helps parents empower themselves as their children's first teacher by giving them the tools, skills and confidence they need to work with their children in the home. The program was designed to bring families, organizations and communities together and remove any barriers to participation that may include limited financial resources or lack of education.

PROGRAM SUMMARY:

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidenced-based program that works with families in the home to support parents in their critical role as their child's first and most important teacher.

HIPPY strengthens communities and families by empowering parents to actively prepare their children for success in school. Parents are provided with a set of carefully developed curriculum, books and materials designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development.

MAJOR HIGHLIGHTS OF THE YEAR:

One major highlight of the year was being able to expand our program to include Hot Springs County. Montgomery County and another Home Visitor for Garland Co . We expect to carry 108 families next year.

PROGRAM:

LITERACY

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division, K-12 Literacy Unit

COMPETITIVE GRANT: Yes__ No **X**

RESTRICTED X

NON-RESTRICTED__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tammy Boyette, Literacy Specialist, M.S.E.
Robin Phelan, Literacy Specialist, M.S.E.
Karen Taylor, Literacy Specialist, M.S.E.
Gayanne Coleman, Literacy Specialist, M.S.E.

GOAL:

To enhance teacher awareness and implementation of current best practices through high quality professional development that will meet the needs of students through integrated assessment and responsive instruction. As Common Core State Standards are implemented it ensures that all students are meeting the state and national standards in literacy.

PROGRAM SUMMARY:

ELLA is a two-year professional development opportunity offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is designed to assist K-1 teachers and K-12 special education teachers in the implementation of a comprehensive literacy program by increasing their knowledge and skills in the area of research-based, developmentally appropriate instructional practices. It focuses on teaching students along the continuum of literacy learning systems development, using appropriate assessments to inform systematic and explicit instruction, and the routines and procedures for classroom management. This professional development opportunity is aligned to the Common Core State Standards and research findings provided by the National Reading Panel Report.

Effective Literacy for Grades 2-4 is a two-year professional development opportunity offered by the Arkansas Department of Education and the state's education service cooperatives. It is designed to assist teachers in grades 2-4 and K-12 special education in the implementation of a comprehensive literacy program by increasing their knowledge and skills in research-based, developmentally appropriate instructional practices. It focuses on teaching students along a continuum of literacy learning progressions, using an assessment system to inform systematic and explicit instruction, choosing instructional strategies proven to prevent or remediate reading failure, and utilizing evidence-based practices for classroom management.

Content Literacy Professional Development is a group of literacy offerings for academic content area teachers and special education teachers of grades 5-12. These offerings are aligned to the Common Core State Standards for literacy in history/social studies, science, and technical subjects. Each workshop is designed to provide evidence-based instructional strategies to support students reading and writing in the academic disciplines. Educators may choose workshops specifically designed for their content area and/or grade band.

Capacity Building for Instructional Facilitators is a two-day professional development opportunity based on Diane Sweeney's work concerning student-centered coaching. It is offered through a partnership of the Arkansas Department of Education (ADE), the Arkansas Education Cooperatives, and the Arkansas STEM Centers. Instructional facilitators will be given the

opportunity to learn how to develop and sustain coaching cycles, design and implement learning labs, as well as monitor the impact of coaching on student achievement using the Results-Based Coaching Tool. This training is for anyone wanting to support teachers' implementation of student-centered classrooms.

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 Common Core State Standards for English language arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a free web application that educators can use to create effective online learning sites. Moodle courses are currently being developed that will be available in Fall 2012. These courses address the big shifts in the Common Core State Standards, and include the following courses:

Informative/explanatory writing (K-3)
Informative/explanatory writing (4-5)
Informative/explanatory writing (6-12)
Argumentative Writing (6-12)
Text Complexity (2-5)
Text Complexity (6-12)
Close Reading (3-5)
Close Reading (6-12)
Vocabulary (4-5)
Vocabulary (6-12)
Foundational Skills (K-5)
Phonics (K-3)

MAJOR HIGHLIGHTS OF THE YEAR:

The major focus in all the schools throughout this year has been the Common Core State Standards—unpacking the standards.

PROGRAM: MATHEMATICS

FUNDING SOURCE: Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X **NON-RESTRICTED**__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Carrie Barber, Secondary Mathematics Specialist, B.S.E., M.S.E

Cindy McAfee, Elementary Mathematics Specialist, B.S.E., M.S.E.

GOAL:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, SPED, and Title 1 math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY:

Dawson Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999, for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs for math content including the Common Core Standards for Mathematics, researched based pedagogy, interventions for struggling students, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2015-2016 include the following:

Common Core Standards for Mathematics. With full implementation of the CCSSM in all grades, K-12, the math specialists continue to provide professional development on the content, the learning progressions of the various strands, and the standards for students' mathematical practice. This year, specialists also played a role in providing awareness of ACT Aspire as a resource for the upcoming assessments.

Mathematics Design Collaborative (MDC). This is a statewide initiative that also utilizes a research-based framework designed around junior high and senior high students and the use of formative assessments to drive instruction. The goal of the training is for teachers to learn how to effectively implement formative assessments to provide teachers with better insight into student learning needs and allow them to quickly adjust teaching strategies and emphasis on the student demand. They regularly analyze student work for student growth and reflection of teaching practice.

Cognitively Guided Instruction (CGI). This is a statewide initiative that utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this

framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and number sentences in order to further students' understanding of whole numbers and the properties of operations of whole numbers. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning.

MAJOR HIGHLIGHTS OF THE YEAR:

A fourth cohort involving three school districts within the coop service area participated in their first implementation year of Mathematics Design Collaborative with plans to continue participation. The four school districts that participated in the second cohort of MDC implementation continued participation at varying levels. A few of the five school districts that participated in the initial year of MDC implementation continued participation at varying levels. A new cohort of K-3rd grade teachers participated in their first year of Cognitively Guided Instruction. There was increased demand for on-site technical assistance with curriculum selection and design, and multiple requests were filled for on-site Common Core State Standards overviews, ACT Aspire overviews, grade band content study, grade specific content study, and instructional tasks supportive of the Standards of Mathematical Practice.

PROGRAM: MEDICAID

FUNDING SOURCE: Medicaid, AR Kids, ARMAC

RESTRICTED X **NON-RESTRICTED** _

PARTICIPATING DISTRICTS:

Gurdon School District, Arkadelphia School District, CenterPoint School District, South Pike

County School District, Kirby School District, Magnet Cove School District, Glen Rose School District, Ouachita School District, Malvern School District, Benton School District, Harmony Grove School District, Bauxite School District, Fountain Lake School District, Cutter-Morning Star School District, Jessieville School District, Mt. Pine School District, Lake Hamilton School District, Lakeside School District, Hot Springs School District

PERSONNEL:

Sandra Francis, Early Childhood Special Education Coordinator,
Amber Weems, Medicaid Billing Clerk

GOAL:

The Medicaid Program is a federally operated program to provide monetary reimbursement for evaluations, speech and language therapy, physical therapy, and occupational therapy.

PROGRAM GOALS:

To provide timely filing of Medicaid eligible claims for reimbursement on services rendered by the Early Childhood Special Education Department for speech and language therapy, physical therapy, occupational therapy, and vision and hearing screenings.

PROGRAM SUMMARY:

The Medicaid Program is a federally operated program that provides reimbursement for services for children with disabilities. The program affects children who are being serviced for hearing or vision screenings, speech, physical or occupational therapy evaluations and services and have met all requirements to be eligible for the Medicaid Program.

Upon receiving parental consent, the Medicaid staff submits records, including the Medicaid assignment number, completed IEP, reports, history and evaluations for each eligible student. After all information has been received the information is then presented to the child's physician for a physician's referral and prescription. The Medicaid staff must provide certification information on each therapist serving the students that are Medicaid eligible. After all files are completed, the billing is electronically submitted to EDS for payment by the Arkansas Medicaid Program.

MAJOR HIGHLIGHTS OF THE YEAR:

Medicaid staff updated our Medicaid Billing Program to increase ease of reimbursements. Medicaid reimbursements to the Early Childhood Special Education program for the 2015-2016 school year have increased.

PROGRAM: ARKANSAS INDUCTIVE MENTORING MODEL TRAINING (AIMM)

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes___ No_x_

RESTRICTED ☒ **NON-RESTRICTED** ☐

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

PERSONNEL:

Tammy Boyette, Project Director/Dawson Co-op

Regional Trainers

PROGRAM SUMMARY:

Dawson ESC held trainings for Pathwise Project Director Updates during the summer and fall of 2013.

AIMM trainers attended their initial training in March of 2014 and were recalibrated in May 2015. New mentor training provided understanding of the elements of the AIMM Mentor process and how to utilize the ATLAS online system for gathering and reporting information to the state. The mentors/mentees utilized the AIMM learning modules via Moodle. The AIMM Program at Dawson Cooperative continued to support participating districts in creating and sustaining a successful mentoring program for new teachers in the profession.

GOALS:

Become familiar with the Framework for Teaching (FfT) and the relationship between AIMM and TESS (Teacher Effectiveness Support System)

Use the AIMM Orientation Guide

Know and be able to implement mentor responsibilities

Navigate a mentoring module in Moodle

Identify effective coaching techniques for use in the mentoring process

PROGRAM: SCHOOL-BASED HEALTH

FUNDING SOURCE: Arkansas Department of Health, Master Tobacco Settlement

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED ☐ **NON-RESTRICTED** ☒

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tommie Rogers, Community Health Nurse Specialist, R.N., B.S.N.

GOAL:

The goal of the Community Health Nurse Specialist (CHNS) is to improve the health of youth in Arkansas. Activities include advocating for implementation of tobacco prevention education, acting as a resource for the 22 school districts served by Dawson Co-op and linking school health and Hometown Health coalitions. The CHNS promotes and provided education to reduce the health consequences of tobacco, and educates youth about the health risks associated with tobacco use. The CHNS promotes programs to encourage persons who already use tobacco to stop by incorporating the Center of Disease Control's Nine Best Practices for a Comprehensive Tobacco Control Program. The CHNS also promotes and provides education on Injury Prevention. The CHNS offers technical assistance to the school's in their wellness endeavors such as promoting healthy eating and healthy moving, implementation of Coordinated School Health, and in the development of the Act 1220 mandated school Wellness Committees.

PROGRAM SUMMARY:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH), but housed in the education cooperative. The CHNS works with schools, community coalitions, health care providers, and the County Health Unit Administrators to improve the health of the community. The Division of Health provides supervision for Hometown Health and tobacco prevention/cessation related activities in the schools and communities. The CHNS abides by ADH policies and procedures. The education cooperative provides routine administrative supervision. and promotes school-based enforcement of state law prohibiting tobacco use on campus and promotes cessation activities as an alternative to suspension.

MAJOR HIGHLIGHTS OF THE YEAR:

The major highlights of the year included providing Vision/Hearing/Scoliosis/ BMI and other health related trainings to assist the school nurses in their specific job duties, collaborating with the schools and ADH to offer flu shots on the school campuses, providing technical assistance to all Dawson school nurses on a daily basis as needed, and participating in the Hometown Health Coalitions.

PROGRAM:

CONSULTANT FOR SCHOOL-BASED SPEECH-LANGUAGE
PATHOLOGY SERVICES

FUNDING SOURCE:

Arkansas Department of Education, Special Education Unit and
Arkansas Special Education Resource Consultants

COMPETITIVE GRANT: Yes___ No X

PARTICIPATING DISTRICTS:

All Arkansas school districts and early childhood programs

PERSONNEL:

Shelly Wier, M.S., CCC-SLP, State Consultant

Trevor Trietsch, B.A., Administrative Assistant

GOAL:

The State Consultant functions in many ways to support and improve the provision of speech and language services in Arkansas' schools. Previously housed within the Easter Seals Outreach Program (1998-2010), this program is now located within the Arkansas Special Education Resource Consultants and works in association with the Arkansas Department of Education, Special Education Unit.

PROGRAM SUMMARY:

Responsibilities and services provided by the state Speech-Language Pathology (SLP) consultant include 1) consultation and technical assistance to individuals (SLPs, parents, teachers, related service personnel), ADE program advisory staff, and districts on a variety of communication, regulatory and service delivery issues; 2) provision of continuing professional education information in the form of training, self-study materials, and announcements from other sources; 3) maintenance of a statewide communication system via website and email that provides professional news and information; 4) maintenance of a resource and materials loan program which includes professional texts, and assessment tools; 5) representation of school-based speech-language pathologists' interests within the ADE-SEU, and other relevant agencies; and 6) self-study of professional resources and attendance of local and national conferences and seminars to develop and maintain knowledge of regulatory guidelines, professional issues, and best practices in speech-language pathology.

MAJOR HIGHLIGHTS OF THE YEAR:

The SLP consultant, as part of State Systemic Improvement Plan (SSIP) activities, analyzed services this year in terms of the general, targeted, and intensive technical assistance provided, which revealed a need to expand intensive service opportunities for districts. As a result, the SLP consultant began research and development of a multi-year technical assistance project that will facilitate districts' selection and installation of telepractice as an additional speech-language service delivery option to address the shortage of qualified therapy providers in Arkansas. Guidance and structure for this project has been based on the implementation science research which was the focus of the AR Collaborative Consultants' community of practice for the past two years. The group's current community of practice topic is adult learning principles; information from which has been and will continue to be used to renovate and improve the consultant's approach to professional development design and delivery.

The SLP consultant has also begun to establish an advisory group, comprised of school-based SLPs from around the state, 1) to act as a link between local school-based SLPs and the SLP Consultant, 2) to provide input and guidance on local and state issues relevant to school-based SLP services, 3) to help form and facilitate work or focus groups as needed to analyze, develop, and/or troubleshoot specific services, materials or processes, 4) to serve as a sounding board for the SLP Consultant and offer a forum for SLPs and other stakeholders, such as administrators, supervisors, educators and related service/support personnel, to communicate opinions, share expertise, or coordinate services, and 5) to provide strategic information and contribute advice to assist the SLP Consultant with relevant concerns and areas of activity.

The SLP consultant also presented 15 workshops around the state on Syntactic Forms and Functions for SLPs with over 340 participants. Additional workshops, in-services, and consultations were provided by request on the topics of grammar, standards-based IEPs, SLI rules, regulations and processes, Medicaid eligibility, preventative/tiered service delivery options (RTI), assessment methods, and evaluation resources. Research and review of professional resources regarding dynamic assessment, scaffolding, progress monitoring, response to intervention, and collaborative phonological awareness instruction has been ongoing in preparation for professional development trainings to be provided during the remainder of this fiscal year and the next, with over 15 workshops scheduled by the end of August 2016.

Consultation via phone and email remained demanding with hundreds of requests for advice, technical assistance, and/or referral. The loan library of tests, texts, and equipment has been purged of outdated materials and a list of revised items for future purchase or donation request has been generated. In addition to continued involvement in the Medicaid Therapy Advisory Council (TAC), the State Education Agencies Communication Disabilities Council (SEACDC), the Arkansas Collaborative Consultants (ACC) group, and the Collaborative Partners Consortium (CAYSI: Children And Youth with Sensory Impairment and other disabilities), the SLP consultant has also been assigned to ADE's Early Childhood team (ECO DaSy 619 Powerful Data Cohort) to develop and integrate early childhood outcomes data for the purposes of identifying needs and improving special education services for the 3-5 population. Continuing education this year was primarily obtained online and focused on the topics of speech-language telepractice and service delivery, dynamic assessment, language sampling techniques and electronic analysis, the SLP's role in response to intervention, and collaborative partnerships for facilitating language and academic learning.

PROGRAM: SCIENCE

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ NoX

RESTRICTED X NON-RESTRICTED__

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fordyce, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Annette Brown, K-12 Science Specialist, B.S.E., M.S.E.
Co-team leader New Arkansas Science Standards Elementary Professional Development
Literacy Design Collaborative Trainer
Literacy Design Collaborative Core Team Member
SREB Problem Based Learning Lesson Author

GOAL:

The goal of the science department is to promote and support effective science practices for all students by providing in-service training and technical assistance to teachers, administrators, instructional assistants, science tutors, and parents in the area of standards-based science curricula, instruction, and assessment and to promote awareness of the Science Benchmark test to be given in 5th, 7th and the EOC for Biology.

PROGRAM SUMMARY:

Dawson Education Cooperative, in partnership with the Arkansas Department of Education, will work with the Arkansas Public School personnel in the following areas:

- Increase awareness of A Framework for K-12 Science Education and the new Arkansas Science Standards,
- Alignment of science curriculum with state and national frameworks and science classroom assessment with statewide science exams,
- Promote science instructional strategies that use inquiry and laboratory techniques,
- Provide professional development and implementation of science training, mentoring/coaching elementary and high school science teachers, and choosing standards-based science instructional material.
- Provide science and CTE teachers training and support in the writing and implementation of the Literacy Design Collaborative modules.
- Utilize technology to communicate and support schools and science teachers.

The Science specialist will also work with district teachers in integrating technology into science instruction, organizing and managing the operation of science laboratory equipment, creating a science laboratory environment including addressing the safety issues and working with ADE and ADHE and other specialists from across the state.

MAJOR HIGHLIGHTS OF THE YEAR:

Picture Perfect workshops were conducted throughout the 2014-2015 year. Technical assistance was provided to teachers working with Vernier science probes in their classrooms and training was provided to curriculum supervisors in the integration of science SLE's into math, reading, and writing classes. Teachers were provided with a list of the equipment they could check out for use in their classrooms from the science department. The Dawson Microscope Traveling Lab

continued to provide microscopes, cameras and a laptop to the teachers who have been trained in their use. The 21st Century Challenge competition (in conjunction with HSU) and the K-6 Science Fair were held for all the districts in the co-op area in May 2014. The 2015 K-6 Science Fair is scheduled to be held on May 18, 2015 at Henderson State University. The 21st Century Competition is planned for April 24, 2015 at Magnet Cove High School. Professional Developments which integrated CCSS and science were held over the summer of 2014. More integration workshops are planned for the summer of 2015. There will be professional development opportunities for teachers to help them integrate the three components of the New Arkansas Science Standards to help prepare them for implantation in 2016. There will be two different professional development opportunities for elementary and high school teachers this summer. Many more opportunities for teachers to become more familiar with New Arkansas Science Standards will be offered during the school year 2015-2016. The Science specialist will be working in schools with the science teachers helping them use the strategies from NGSS.

PROGRAM: SPECIAL EDUCATION/BRAIN INJURY

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ No X_

PARTICIPATING DISTRICTS:

Any district in the state may participate, if a student ages three to twenty-one resides or receives educational services in that district. This includes charter schools.

PERSONNEL:

Aleecia A. Starkey, M.S.P., CCC-SLP, CBIS
Trevor Trietsch, Administrative Assistant

GOAL:

The mission of the consultant for students with brain injury is to provide technical assistance and training to aid in ensuring students with acquired brain injuries receive a free appropriate public education (FAPE) in the least restrictive setting as required by IDEA. Furthermore the mission is to help school districts with Child Find activities in identifying students with acquired brain injury. This consultant works for the Arkansas Special Education Resource Consultants (AR-SERC) and in association with the Arkansas Department of Education, Special Education Unit.

PROGRAM SUMMARY:

The responsibilities of the consultant for students with brain injury involve providing presentations on best practices in the areas of identification, assessment and programming for students who have an acquired brain injury. This includes, but is not limited to students with post-concussion syndrome, mild to moderate brain injury, severe brain injury or who have another injury to the brain due to disease, infection or surgical procedure. These presentations may be in standalone workshops or seminars or as part of state level conferences. To determine how the most effective teaching strategies after a brain injury the consultant may also provide information or presentations on normal brain development and what areas of learning are compromised after an injury.

Many Arkansas students who acquire a brain injury did not have a primary handicap nor need special education prior to their injury, therefore one of the duties of the consultant is to provide information to the student, parent and/or school district about what special education or Act 504 services a student may need when returning to school after a brain injury.

Consultations by school/home visits, telephone and/or emails are provided at the request of the school district, and/or the parents of the student. Contact with school or parent may also be made at the request of a physician treating the student for the acquired brain injury. The number of school visits varies depending on the needs of the student and the amount of training needed by the school district.

The brain injury program utilizing both the consultant and the administrative assistant track the number of students referred to the consultant for students with brain injury, their school status, grade and type of injury. Information about the students is kept for several years, as the needs of students with injuries change as they move through the grades and cognitive demands increase.

One of the biggest areas of need is for the brain injury program to provide training to multiple disciplines about the needs of students with brain injury and to liaison between medical facilities

and the school districts where the students receive their education. The medical facilities may be local doctors and hospitals or specialty hospitals and/or clinics.

MAJOR HIGHLIGHTS OF THE YEAR:

Summer Workshop Schedule June – August 2015

Date	Workshop Title	Co-op	# Regist.	# Present	APR #
8/5	ABCs of Special Education	AFESC	35	32	3
7/28	Executive Function Dysfunction	WDMESC	42	39	3
7/27	How to Assist with Traumatic Brain Injury and Autism Spectrum Disorder	ARESC	30	24	3
7/21	Side Effects! Medical Diagnoses that Impact Learning	NWAESC	15	15	3
7/16	Executive Function Dysfunction	ARESC	30	16	3
7/15	Side Effects! Medical Diagnoses that Impact Learning	ARESC	40	37	3
6/24	ABCs of Special Education	NWAESC	12	13	3
6/23	How to Assist with Traumatic Brain Injury and Autism Spectrum Disorder	NWAESC	32	32	3

6/17	How to Assist with Traumatic Brain Injury and Autism Spectrum Disorder	AFESC	40	34	3
6/16	Side Effects! Medical Diagnoses that Impact Learning	WDMESC	42	45	3
6/10	Executive Function Dysfunction	OUR	40	17	3

Other presentations given:

Date	Title	Requested by	Number of Participants	APR
8/12/15	Executive Function	Little Rock School District	101	3
3/4/16	Development Disrupted: Pediatric Brain Injury	University of Central Arkansas	130	3
3/28/16	Will the Real Diagnosis Please Stand Up	Little River Health Department	5	3
4/4/16	Too Sick to Learn	OUR – CHN	32	3
4/5/16	Impact! Learning after Brain Injury	OUR- CHN	32	3

CIRCUIT Status for July 2015 through May 2016

Pending: 8 students

Open: 42 students

Closed: 13 students

Provided support through phone calls, on-site consultations and attendance at due process annual review conferences, separate programming review conferences and evaluation conferences. Materials have been provided to schools and parent when requested.

Have provided input to Arkansas Children's Hospital through meetings with UAMS and ACH staff. Serve on the Arkansas Trauma Rehabilitation Counsel in connection with the Arkansas Department of Health and the Spinal Cord Commission.

PROGRAM: TEACHER CENTER

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X **NON-RESTRICTED**___

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lakeside, Lake Hamilton, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, and South Pike County.

PERSONNEL:

Beth Neel, Assistant Director/Teacher Center Coordinator, M.S.E.
Sue Newton, Teacher Center Assistant

GOAL:

The goal of the Dawson Teacher Center is to provide equipment resources to our member schools and universities.

PROGRAM SUMMARY:

Dawson's Teacher Center is located on Henderson State University campus in the Teacher Education building. The center is staffed by HSU and Dawson employees and is open from 8:00 a.m. until 5:00 p.m. Monday through Friday.

Dawson Education Cooperative and Henderson State University share in the purchase of equipment in order to provide patrons with a variety of options. Resources include computers, software, printers, cutout dies and cutters, a heat press, bookbinders, laminators, copy systems, paper cutters, an opaque projector, video and audio cassette recorders and a cassette editor, label makers, and a poster maker machine.

Dawson Education Cooperative also operates a Teacher Curriculum Center on-site. It is equipped with a large inventory—the above mentioned items in the Dawson/HSU Teacher Center are also available at Dawson Co-op. There are many additional items for curriculum and assessment support available to teachers/school districts and the math and science departments house materials specific to those content areas.

Dawson Co-op has an on-line ordering system for all items in the Teacher Center. Teachers may order supplies and Ellison cuts electronically and have them delivered via the Dawson media van. Because the cooperative is moving to a more digitalized system, the media van will operate on a district request basis in the future. Many video resources that required CD delivery in the past are now accessible via SnapStream and Dawson Cooperative has purchased an additional server to accommodate this growing demand for electronic video sharing.

Teacher Center Media Services Summary Usage:

HSU	8,593
OBU	366
Dawson	521
Other	1,217
Total	10,697

PROGRAM: TECHNOLOGY/MEDIA

FUNDING SOURCE: Member School Districts, ADE Grant

COMPETITIVE GRANT: Yes X No ____

RESTRICTED __X__ **NON-RESTRICTED** ____

PARTICIPATING DISTRICTS:

Arkadelphia, Bauxite, Benton, Bismarck, Bryant, Centerpoint, Cutter-Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen and South Pike County.

PERSONNEL:

Tonia McMillan, Coordinator, B.S.E., M.S.E.
Michael Arnold, Network Administrator, B.B.A.
Chris Martinez, Technology Technician
Vince Herron, Technology Technician
Alex Reed, Technology Technician
Timothy Jackson, Technology Technician
Mike McCauley, Technology Assistant

GOAL:

The Instructional Technology Department goal is to provide all member school districts timely, efficient, and effective resources to help promote increased student achievement through the use of technology/media services. It is our mission to empower our learning community to communicate, innovate, integrate and collaborate by using existing and emergent technologies coupled with tried and true teaching. In addition, Dawson Educational Cooperative's Technology staff provides technical support, consultation, infrastructure management, desktop support, technology planning, funding procurement, E-rate application assistance, network security and professional development for area schools in our cooperative area. Monthly workshops/meetings for district technology coordinators are held so they may stay abreast of the latest advances in technology. In addition, there are 3 trainings held for school district instructional technology coaches to assist them in learning integration technology strategies. Professional Development courses for classroom technology integration are offered for teachers in the summer and throughout the school year. The Technology Dept. also works with Arkansas Department of Education (ADE) and the state's Department of Information Services (DIS) to make sure our schools are participating in any and all programs that can provide technological benefits to the districts, the teachers, and their students.

PROGRAM SUMMARY:

The coordinator provided the school districts with information and training concerning technology. This information was coordinated with the Arkansas Department of Education (ADE) and Arkansas Department of Information Systems (DIS). Information was also distributed from federal agencies and organizations such as Schools and Libraries Division (SLD) of the Universal Service Administrative Company that deal with E-rate for public schools. Other topics included network security issues as well as policies concerning legal use of the school network. Technology workshops were held on a variety of technology related topics. Technology in-service workshops were focused on classroom integration of technology to

improve student achievement that was consistent with the Arkansas Content Standards and ISTE Standards. An online automation program was used by schools to order technology/media equipment from the technology/media dept. The coordinator provided the school districts with information and training concerning media and current issues relating to media in education through a network consisting of media specialists from member school districts. This information was coordinated with the Arkansas Department of Education and Arkansas Library Associations. Dawson Education Cooperative continued to work with the Arkansas Department of Education and the Arkansas Education Cooperative Technology Coordinators. Meetings were held every two months and information was provided to Dawson school districts. Arkansas Department of Education video conference initiatives continued to be supported with duplication of tapes and other materials when requested by the schools. Videotapes and DVD's were purchased that supported ADE initiatives. The media center provided download services on CD/DVD for teachers upon request. In addition, Arkansas Dept. of Education CIV's are recorded and made available to member school districts through Dawson's website. School districts can also request Zoom webinar services.

MAJOR HIGHLIGHTS OF THE YEAR:

Administrators within the school districts were provided training on the use of technology equipment/software that would enable them to be more productive and efficient in their daily routines.

Instructional Technology Coaches (ICT) received 3 days of training to take back to their schools and disseminate. This training enabled schools to receive the most up to date training in instructional technology.

A major focus in the technology/media dept. was technology equipment and how it can be used effectively in the classroom. Teachers were able to check out equipment and be provided training on how it can be used effectively in the classroom. Equipment included, iPads, SMART tables, iPods, Senteo Response Systems, etc. In addition, a new group was established to fulfill the newest addition called Makerspaces and Computer Science. Makerspace participants received 3 days training on how to implement a Makerspace in their school. A Makerspace lab will be available through Dawson for schools to bring students that will enable them to work on innovative projects.

Dawson also received a Computer Science grant to train 62 teachers on the implementation of Computer Science in grades K-5. Training will continue into the 2016-2017 school year.

The DEC Technology Dept. worked closely with the school districts and made site visits to assist in ACT/Aspire support to prepare schools for online testing.

PROGRAM: COMMUNITY TOBACCO-FREE GRANT PROGRAM

FUNDING SOURCE: Arkansas Department of Health, Master Tobacco Settlement, Tobacco Prevention and Cessation Program

FUNDING: COMPETITIVE GRANT: Yes X No ___

RESTRICTED: Yes X

NON-RESTRICTED__

PARTICIPATING DISTRICTS:

Clark, Hot Spring, and Pike Counties At Large, that includes city and county governments/municipalities, businesses, industries, students, public and private schools, boys and girls clubs, 4-H clubs, etc. to reach the public.

PERSONNEL:

Pam Hutchins, Community Tobacco-Free Grant Coordinator

GOAL:

To assist businesses, nursing homes and rehabilitation units, multi-housing, city and local governments, and youth in adopting tobacco-free or smoke-free policies for parks, multi-housing, nursing homes, local businesses, and protecting youth through city Point of Sale ordinances. By doing this, it is necessary to educate others in the community that play key stakeholder roles. Through this process, relationships and partnerships will be formed to build a stronger tobacco-free community.

PROGRAM SUMMARY:

To plan, coordinate, partner, and implement Tobacco-free work plan activities through education, media communication, coalitions, groups, and the population at-large in Hot Spring, Pike, and Clark Counties, of Arkansas. This includes offering tobacco cessation services and resources through the Arkansas Quit-line, and tobacco prevention and education presentations to local business and industries, city and county governments and agencies/municipalities, and the communities at-large in all three counties.

MAJOR HIGHLIGHTS OF THE YEAR:

The Community Tobacco-Free Coordinator worked with city leaders, park directors, business owners, youth, and the population at large in all three counties outlined above to educate on the importance of adopting a tobacco-free policy or ordinance. Social norm with tobacco control begins at the policy and ordinance levels in all levels of the community. Tobacco control trickles down from policy that create a change in reduction of tobacco use, second-hand smoke prevention, and third-hand smoke residue.

Dawson Education Cooperative

DATE: June 2016

Special Projects...

PROJECT: TEACHER EXCELLENCE AND SUPPORT SYSTEM
TRAINING

COMPETITIVE GRANT: Yes - No - ☒ X

FUNDING SOURCE: ADE

PARTICIPATING DISTRICTS: Arkadelphia, Bauxite, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

PERSONNEL: Diann Gathright, regional trainer (ADE)
Beth Neel, Assistant Director (Dawson Co-op)

GOALS AND DESCRIPTION:

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training conducted by Beth Neel. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans conducted by Diann Gathright. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional on-site (by district request) sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year. These sessions will be conducted by Beth Neel.

PROJECT: LEADERSHIP EXCELLENCE AND DEVELOPMENT
SYSTEM TRAINING

FUNDING SOURCE: ADE

COMPETITIVE GRANT Yes - No - X

RESTRICTED FUNING __X__ **NONRESTRICTED FUNDING** _____

PARTICIPATING DISTRICTS: Arkadelphia, Bauxite, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

PERSONNEL: Diann Gathright, regional trainer (ADE)

GOALS AND DESCRIPTION:

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

PROJECT: ACT ASPIRE SUPPORT

COMPETITIVE GRANT: Yes - No - ☒ X

PERSONNEL: Tonia McMillan, Technology Coordinator
Beth Neel, Assistant Director

GOALS AND DESCRIPTION:

Dawson Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Dawson Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

PROJECT: DYSLEXIA JOB-ALIKE GROUP

COMPETITIVE GRANT: Yes - No - ☒ X

PERSONNEL: Karen Taylor, Literacy Specialist

GOALS AND DESCRIPTION:

Dawson Education Service Cooperative has created a new job-alike group for the Dyslexia Interventionists in our area school districts. The goal of the group is to provide networking and efficient information sharing from the cooperative and the Arkansas Department of Education. The group will meet a minimum of three times per year—more if needed/requested.

PROJECT: ETHERSCOPE SUPPORT

COMPETITIVE GRANT: Yes - No - ☒ X

PERSONNEL: Tonia McMillan, Technology Coordinator
Michael Arnold, Network Administrator

GOALS AND DESCRIPTION:

The DEC Technology Dept. provides on-site assistance to member districts in network issues by providing Etherscopes to check technology infrastructure. Etherscopes can also be checked out by the district for on-going testing of bandwidth, fiber, etc.

PROJECT: TECHNOLOGY INFUSED EDUCATION (TIE)

COMPETITIVE GRANT: Yes - No - ☒ X

PERSONNEL: Tonia McMillan, Technology Coordinator

GOALS AND DESCRIPTION: The DEC Technology Coordinator, along with a team of 4 teachers, are members of TIE (Technology Infused Education) that provides professional development to school districts on instructional technology

PROGRAM: NOVICE TEACHER MENTORING PROGRAM

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED: X **NONRESTRICTED:** _____

PARTICIPATING DISTRICTS: Arkadelphia, Bauxite, Bismarck, Bryant, Centerpoint, Cutter Morning Star, Fountain Lake, Glen Rose, Gurdon, Harmony Grove, Hot Springs, Jessieville, Kirby, Lake Hamilton, Lakeside, Magnet Cove, Malvern, Mountain Pine, Ouachita, Poyen, South Pike County

PERSONNEL: Tammy Boyette, Projector Director/Dawson Co-op

PROGRAM SUMMARY:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an up-date training.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program.

Dawson Cooperative provided 4 sessions in the Novice Teacher Mentor Program.

GOALS:

- Become familiar with the Framework for Teaching (FFT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

Dawson Education Cooperative
DATE: JUNE 2016

Professional Development Activities...

INSERT SUMMARY ATTENDED REPORT FROM ESCWORKS

**On-site Professional
Development/Service Report 2016-2017**

<i>Annette Brown - Science</i>

Date	School District	Number of Days				Participation
		PD	Coaching	Admin Mtg	Other	
June 15	Bismarck HS	1.00	1.00			8
Aug '15	Lake Hamilton	1.00				10
	Jessiville Middle		1.00			2
	Cutter Morning Star		1.00			2
Sept '15	Center Point Elementary	1.00				15
	Jessiville Middle		2.00			2
	Magnet Cove Middle		1.00			1
	Bismarck HS		0.50			1
	Cabe Middle Gurdon		1.00			2
	Poyen HS		1.00			2
	Bismarck Elem.		0.50			1
Oct. '15	Magnet Cove Middle		1.00			1
	Center Point HS	0.50				5
	Jessiville Middle		1.00			2
	Bismarck Elem.		0.50			1
	Malvern Middle			1.00		2
Nov. '16	Centerpoint Elem	1.00				8
	Centerpoint Elem	1.00				6
	Jessiville Middle		1.00			2
	Bismarck Elem.		1.00			1
	Malvern Middle		1.00			1
Dec '15	Jessiville Middle		1.00			2
	Bismarck Elem.		0.50			1
	Gurdon HS		0.50	0.50		3
Jan '16	Gurdon HS		0.50	0.50		3
	Gurdon HS		0.50			3
	Jessiville Middle		1.00			2
	Centerpoint Elem	2.00				15
	Malvern Middle		1.00			1
	Lake Hamilton	1.00				12
	Malvern Middle		1.00			1
Feb '16	Jessiville Middle		2.00			2
	Gurdon Middle		0.50			2
	Centerpoint Elem	3.00				26
	Hot Springs	1.00				12
	Lake Hamilton Elem	1.00				12
	Bryant	1.00				125
March '16	Bauxite			0.50		1
	Magnet Cove		1.00			1
	Lake Hamilton Elem	1.00				6

April '16	Bismarck Admin			0.50		1
	Lake Hamilton Elem	0.50				8
	Bismarck			2.00		7
	Hot Springs			3.00		8
May '16	Hot Springs Elem	2.00				8
	Bismarck Elem.	2.00				7
	Lake Hamilton	0.50				12
		20.50	24.00	8.00	0.00	

Total Number of Days: 52.50 Total Number of Teachers/Admin: 356

**On-site Professional
Development/Service Report 2016-2017**

<i>Carrie Barber-Secondary Math Specialist</i>			
Date	School District	Number of Days	Participation

		PD	Coaching	Admin Mtg	Other	
June 2015	Bismarck	2.50				12
	Bismarck	1.00				35
	Cutter Morning Star	2.50				4
July 2015	None					
Aug. 2015	Bismarck		0.25			2
	Cutter Morning Star		1.00			3
	Malvern			1.25		18
	Poyen		0.50			4
Sept. 2015	Bauxite		1.00			2
	Bismarck		2.25		0.50	8
	Bryant		0.50			1
	Gurdon		0.50			2
	Hot Springs		1.00			2
	Jessieville		2.00			4
	Malvern		1.00			9
	Poyen		1.00			4
Oct. 2015	Bismarck		0.50			2
	Cutter Morning Star		1.00			3
	Gurdon		0.50			2
	Jessieville		1.50			4
	Malvern		4.25			16
	Poyen		0.75			4
Nov. 2015	Bismarck		0.50			2
	Cutter Morning Star		0.50			2
	Jessieville		1.00			3
	Malvern		2.50			10
Dec. 2015	None					
Jan. 2016	Bauxite	0.50				15
	Bismarck		1.00			1
	Gurdon		0.50			2
	Jessieville		0.50			2
	Lakeside		1.25			4
				0.25		

	Malvern		1.50	0.25		10
	Ouachita			0.25		2
	Poyen		1.00			3
Feb. 2016	Benton-Harmony Grove			0.25		1
	Bismarck		0.50			1
	Cutter Morning Star		0.50			2
	Lake Hamilton	0.50				18
	Lakeside		0.50			1
	Magnet Cove		0.75			2
	Malvern		1.50	0.75		11
	Ouachita		1.25			2
	Poyen		1.00			3
Mar. 2016	Benton-Harmony Grove	0.50				10
	Bismarck		0.25			1
	Cutter Morning Star		0.50			2
	Glen Rose			0.25		1
	Gurdon		0.25			2
	Jessieville		0.50			2
	Lakeside		1.00			2
	Magnet Cove		2.00			3
	Malvern		4.00	0.25		23
	Ouachita		0.50			1
	Poyen		1.50	0.25		6
Apr. 2016	Bismarck		0.50			2
	Fountain Lake			0.25		1
	Glen Rose	0.25				4
	Gurdon		0.25			2
	Lakeside		0.50			1
	Magnet Cove		1.50			2
	Malvern		4.75	0.25		28
	Ouachita		2.00			2
	Poyen		0.75			3
May 2016	Bismarck		0.25			1
	Jessieville		0.50			2
	Magnet Cove		1.00			2
	Malvern		2.00	0.75		14
	Ouachita		2.00			2
	Poyen		0.50			2
15 Districts		7.75	62.75	5.00	0.50	

Total Number of Days: 76.00

Total Number of
Teachers/Admin:

359

**On-site Professional
Development/Service Report 2015-2016**

<i>Gayanne Coleman, Literacy Specialist</i>						
Date	School District	Number of Days				Participation
		PD	Coaching	Admin Mtg	Other	
June '15	Cutter Morning Star	2.00				5

	Bismarck	2.00				12
	Gurdon	1.00				5
	Lake Hamilton	4.00				20
July '15						
August '15	Magnet Cove	1.00				50
	Gurdon	1.00				4
	Bismarck			0.50		1
	Gurdon (High School)		0.50			1
	Bismarck			0.50		2
	Magnet Cove		0.50			2
	Bismarck		0.50			1
	Lake Hamilton		1.00			7
	Gurdon				0.50	8
	Cutter Morning Star				1.00	2
	Jessieville		1.00			5
Sept '15	Poyen				3.00	6
	Gurdon (High School)		2.00			4
	Magnet Cove				2.00	3
	Gurdon (Middle School)				3.00	4
	Bismarck				2.50	15
	Lake Hamilton		3.50	0.50	3.50	7
Oct '15	Lake Hamilton				2.50	7
	Bismarck				5.00	4
	Bismarck				1.00	15
	Bismarck			0.50		10
	Jessieville				2.00	6
	Cutter Morning Star				1.00	3
Nov '15	Gurdon (Middle School)				1.00	4
	Gurdon (High School)		0.50			4
	Magnet Cove				0.50	2
	Poyen				0.50	4
	Jessieville				1.00	4
	Lake Hamilton				1.00	7
Dec '15	Gurdon (Middle School)				0.50	3
	Bismarck			0.50		2
	Bismarck				2.50	4
Jan '16	Gurdon (High School)	1.00				5
	Magnet Cove		1.00			1
	Lake Hamilton	1.00		0.50	0.50	25
	Jessieville				3.00	4

	Bismarck				1.50	1
Feb '16	Lake Hamilton		0.75	0.25		4
	Lakeside High School		1.00			2
	Cutter Morning Star		1.00			2
	Magnet Cove				1.00	2
	Poyen		0.75	0.25	1.00	4
	Lake Hamilton		1.50	0.50		6
	Gurdon (Middle School)		1.00		1.00	4
Mar '16	Bismarck (Scoring)				8.00	1
	Lakeside High School		1.00			2
	Gurdon (High School)		1.00			1
	Gurdon (High School)		1.00			1
	Gurdon (High School)		1.00			1
	Lakeside High School		1.00			2
Apr '16	Gurdon (High School)		1.00			2
	Lake Hamilton			0.25	0.75	5
	Bismarck			0.50		1
	Lake Hamilton		1.00			7
	Gurdon (High School)		1.00			1
	Lakeside High School				0.50	1
May '16	Magnet Cove		1.00			2
	Bismarck		0.50			6
	Bismarck		0.50			6
	Lake Hamilton	1.00				6
	Bismarck				2.00	30
9 Districts		14.00	26.50	4.75	53.25	

Total Number of Days: 98.50 Total Number Teachers/Adm: 378

LDC & PLC are marked in other.

**On-site Professional
Development/Service Report 2016-2017**

Karen Taylor - Literacy Specialist						
Date	School District	Number of Days				Participation
		PD	Coaching	Admin Mtg	Other	

June '15	Murfreesboro	1.00				3
July '15	Bismarck	1.00				10
	Lake Hamilton	4.00				5
	Hot Springs	3.00				30
Aug. '15	Arkadelphia	1.00				10
	Jessieville	2.00				10
	Harmony Grove	1.00				15
	Hot Springs	1.00				60
Sept. '15	Centerpoint	0.05				5
	Hot Springs	0.05		3.00		15
	Bismarck		2.00			15
Oct. '15	Arkadelphia				0.50	2
	Lake Hamilton		0.50			1
	Arkadelphia		1.00			8
	Hot Springs	0.50		3.00		25
	Jessieville		1.00			4
	Mountain Pine				0.50	1
Nov. '15	Hot Springs	0.50	3.00	1.00		46
	Jessieville		1.00			5
	Mountain Pine				0.50	1
Dec. '15	Bismarck		1.00			10
	Jessieville		1.00			2
	Arkadelphia		0.05			4
Jan. '16	Hot Springs		1.00	1.00		2
	Arkadelphia		2.00			12
	Hot Springs		1.00			5
	Jessieville		1.00			2
Feb. '16	Arkadelphia		1.00			5
	Hot Springs		1.00	1.00		22
	Bismarck		2.00			10
March '16	Jessieville		0.50			2
	Bismarck		2.00		3.00	12
	Arkadelphia		1.50			12
	Mountain Pine				1.00	1
April '16	Hot Springs		1.00	1.00		7
May '16	Bismarck				7.00	6
	Hot Springs			2.00		2
9 Districts		15.10	24.55	12.00	12.50	

Total Number of Days: 64.15 Total Number of Teachers/Admin: 387

<p align="center">On-site Professional Development/Service Report 2015-2016</p>						
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<p align="center"><i>Cindy McAfee - Elementary Math Specialist</i></p>						
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Date	School District	Number of Days				Participation
		PD	Coaching	Admin Mtg	Other	

June '15	Bauxite (K-8)	1.00				33
	Bismarck (K-12)	1.00				33
July '15	none					
Aug '15	Bismarck (K-6)	2.00				10
	Bauxite Admin				0.25	1
Sept'15	Bismarck	0.25	1.75	0.50		9
Oct '15	Arkadelphia	0.25		0.50	0.50	8
	Bismarck		3.00	0.50	0.25	9
	Bauxite			0.25		1
Nov '15	Hot Springs			0.25		1
	Bismarck		1.50	0.25		9
Dec '15	Bismarck		1.50	0.25		11
	Magnet Cove				0.25	1
Jan '16	Bismarck		4.00			10
	Lake Hamiton	1.00				21
	Ouachita		0.25			1
	Bryant			0.25		1
	Bauxite	1.00				17
Feb '16	Bauxite	0.75		0.25	1.00	15
	Bismarck		1.75	0.25		4
	Ouachita		0.50			1
	Lake Hamilton	1.00				21
Mar '16	Ouachita		0.50			1
	Harmony Grove	0.50				8
	Bismarck		1.75	0.25		8
Apr '16	Bauxite			0.25		1
	Bismarck			0.25		1
May '16	Bauxite	4.00				8
	Malvern	1.00				10
11 Districts		12.75	16.50	4.00	2.25	

Total Number of

Days: 35.50 Total Teachers/Admin: 221

**On-site Professional
Development/Service Report 2015-2016**

<i>Robin Phelan-Literacy Specialist</i>						
Date	School District	Number of Days				Participation
		PD	Coaching	Admin Mtg	Other	

15-Jun	Murfreesboro	1.00				4
	Bismarck	1.00				15
	Bismarck	1.00				10
Aug. 15	Bauxite	1.00				22
	Hot Springs	0.50				13
	Bismarck	1.00				16
Sept. 15	Hot Springs	1.00				31
	Arkadelphia		0.50			2
	Arkadelphia		0.50			2
	Bauxite	1.00				13
	Bauxite	1.00				14
	Bauxite	1.00				14
	Bryant		0.50			1
	Bryant	1.00				10
	Fountain Lake	1.00				7
Oct. 15	Arkadelphia		0.50			3
	Bauxite	1.00				13
	Bismarck	1.00				15
	Bismarck	1.00				15
	Bismarck	1.00				15
	Bryant	1.00				6
	Bryant	1.00				6
	Bryant	1.00				6
	Fountain Lake	1.00				7
	Fountain Lake	1.00				7
	Hot Springs		0.50			10
			0.50			10
Nov. 15	Arkadelphia		0.50			3
	Bauxite	1.00				13
	Bismarck	1.00				15
	Bryant	1.00				6
	Bryant	1.00				6
	Bryant	0.50				1
	Hot Springs	1.00				10
	Hot Springs	1.00				10
Dec. 15	Arkadelphia	1.00				9
	Bauxite	1.00				13
	Bismarck	1.00				10
	Bryant	3.00				16
	Fountain Lake	3.00				21
	Poyen	1.00				3
Jan. 16	Arkadelphia		0.50			8
	Bauxite	1.00				13

	Bismarck	1.00				11
	Bryant	1.00				6
						8
Feb. 16	Arkadelphia	1.00				8
	Arkadelphia	1.00				8
	Bismarck	1.00				11
	Bryant	2.00				12
	Hot Springs	4.00				1
16-Mar	Arkadelphia	1.00				8
	Bauxite				1.00	6
	Bryant	1.00				6
	Fountain Lake	1.00				5
	Hot Springs	2.00				1
16-Apr	Arkadelphia	1.00				8
	Bismarck	3.00				3
	Fountain Lake	1.00				5
	Bryant	1.00				6
16-May	Bismarck	5.00				6
	Bryant	3.00				7
	Fountain Lake				0.50	4
8 districts		68.00	4.00	0.00	1.50	

Total Number of
Days: 73.50

Total Number of
Teachers/Admin: 574

**On-site Professional
Development/Service Report 2015-2016**

<i>Tammy Boyette</i>						
Date	School District	Number of Days				Participation
		PD	Coaching	Admin Mtg	Other	
June '15	Bismarck	2.00			1.00	35

July '15 Aug '15	Lake Hamilton	3.00				20
	Hot Springs			0.50		1
	Hot Springs	0.50		0.50		126
	Bismarck	1.00				6
Sept '15	Hot Springs	1.00	2.00	0.50		11
	Bismarck		1.00			8
	Arkadelphia				0.50	2
Oct '15	Bismarck			0.50	3.00	2
	Hot Springs			0.50		2
	Arkadelphia				0.50	2
Nov '15	Centerpoint			0.50		1
	Arkadelphia				1.00	4
	Lake Hamilton			0.50		2
Dec '15	Lake Hamilton	1.00				16
	Arkadelphia	1.00				4
	Bismarck				3.00	1
Jan '16	Gurdon	1.00	0.50			9
	Lake Hamilton	1.50				51
	Benton/Bryant	1.00				22/3
Feb '16	Gurdon				2.00	4
	Lake Hamilton				3.00	48
	Arkadelphia				0.50	2
	Lake Hamilton				1.00	18
Mar '16	Bismarck				4.00	1
	Gurdon				0.50	1
	Arkadelphia				0.50	2
	Lake Hamilton				2.00	35
Apr '16	Gurdon				0.50	1
	Lake Hamilton				1.00	16
	Arkadelphia				0.50	2
May '16	Lake Hamilton				1.00	14
8 Districts		12.00	3.50	3.50	24.50	433.00

Total Number of
Days: 43.50

Total Number of
Teachers/Admin: 433

DeQueen-Mena

Education Service Cooperative

Annual Report
2015-2016

ANNUAL EVALUATION REPORT 2015-2016	3
MISSION STATEMENT	4
DEQUEEN-MENA EDUCATION COOPERATIVE BOARD OF DIRECTORS	5
EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT	6
GOVERNANCE.....	6
STAFFING	7
DMEC TEACHER CENTER	13
ADMINISTRATIVE SERVICES.....	14
DIRECT SERVICES TO STUDENTS.....	14
ANECDOTAL REPORTS	15
EMPLOYMENT POLICIES AND PRACTICES	17
DEQUEEN-MENA EDUCATION COOPERATIVE 2015-2016 SALARY SCHEDULE.....	19
DEQUEEN-MENA EDUCATION COOPERATIVE TEACHER CENTER COMMITTEE.....	20
PROGRAM SUMMARIES	21
ADH TOBACCO PREVENTION AND CESSATION PROGRAMS	21
ARKANSAS BETTER CHANCE PROGRAM (ABC) HOME INSTRUCTION FOR PARENTS AND PRESCHOOL YOUNGSTERS (HIPPI).....	23
CAREER AND TECHNICAL EDUCATION.....	27
COMMERCIAL DRIVER LICENSE THIRD PARTY TESTING	29
DIGITAL LEARNING – VIRTUAL ARKANSAS, TEAM DIGITAL, ARKANSAS MOODLE	30
DISTANCE LEARNING.....	32
EARLY CHILDHOOD - BEHAVIOR	33
EARLY CHILDHOOD – SPECIAL EDUCATION (ECSE)	35
FOSTER GRANDPARENT PROGRAM	36
GIFTED AND TALENTED EDUCATION.....	38
LITERACY.....	42
MATHEMATICS.....	44
MEDIA CENTER.....	46
NOVICE TEACHER MENTORING PROGRAM.....	48
PROFESSIONAL DEVELOPMENT/TEACHER CENTER	49
SCIENCE.....	50
SPECIAL EDUCATION	52
BEHAVIOR SUPPORT SPECIALIST	54
SPECIAL NUTRITION PROGRAM.....	56
SUPPLIES.....	57
TECHNOLOGY CENTER COORDINATOR.....	58
SPECIAL PROJECTS AND PROGRAMS	59
COGNITIVELY GUIDED INSTRUCTION (CGI)	59
LITERACY DESIGN COLLABORATIVE/MATHEMATICS DESIGN COLLABORATIVE	59
TECHNOLOGY INFUSED EDUCATION (TIE) PROJECT	59
TEACHER EVALUATION SUPPORT SYSTEM (TESS).....	60
ARKANSAS LEADER EXCELLENCE AND DEVELOPMENT SYSTEM (LEADS)	60
EITHERSCOPE PROJECT	60
ACT ASPIRE.....	61
PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT	62

DeQueen-Mena Education Service Cooperative
305 South Hornberg Avenue
P O Box 110
Gillham, AR 71841
Ph (870)386-2251 Fax (870)386-7731

TO: Arkansas' Educators

FROM: John Ponder, Director
DeQueen-Mena Education Service Cooperative

SUBJECT: Annual Evaluation Report 2015-2016

Dear Arkansas Educators:

In accordance with A.C.A.6-13-120, De Queen-Mena Education Service Cooperative has completed the 2015-2016 Annual Report to provide information concerning the various programs and services offered. Local district needs are constantly changing. As federal and state demands change, so must the cooperatives. We must be prepared to assist schools in meeting the many challenges they face.

This document represents a wide range of services and activities such as professional development, early childhood education, technology, career technical education, federal and state grant administration, etc. The intent of this report is to better inform the public on how DMEC is partnering with our local school districts to improve the educational process and meet the many demands of educators.

By reading this report, one will gain a better understanding of the many programs serving our schools. The development of partnerships between DMEC, local school districts and the Department of Education are a must if advances in education continue in Arkansas.

DeQueen-Mena Education Service Cooperative

MISSION STATEMENT

The mission of the DeQueen-Mena Education Service Cooperative is to assist the member schools in more effective and more equitable use of their shared resources and to provide shared services for the better education of their children and youth.

DEQUEEN-MENA EDUCATION COOPERATIVE BOARD OF DIRECTORS

Officers of the Board

Name	Position	School District
Jason Sanders	President	Ashdown
Benny Weston	Vice-President	Mena
John Ponder	Director/Ex-officio	DeQueen-Mena Education Cooperative
Holly Cothren	Secretary	Dierks

Members of the Board

Name	Position	School District
Curtis Turner	Board member	Mineral Springs
George Kennedy	Board member	Foreman
Bruce Hill	Board member	DeQueen
Jerry Strasner	Board member	Ouachita River
Holly Cothren	Board member	Dierks
Benny Weston	Board member	Mena
Doug Graham	Board member	Nashville
Donnie Davis	Board member	Cossatot River
Derick Owens	Board member	Caddo Hills
Jason Sanders	Board member	Ashdown
Lee Smith	Board member	Horatio
Hal Landrith	Board member	Mount Ida

Arkansas Department of Education

EDUCATION SERVICE COOPERATIVE (ESC) ANNUAL REPORT

DATE: June 1, 2016 **LEA#** 67-20 **ESC#** 9
ESC NAME: DeQueen-Mena Education Service Cooperative
ADDRESS: PO Box 110, 305 South Hornberg Avenue, Gillham, AR 71841
PHONE NUMBER: 870-386-2251

DIRECTOR: John Ponder
TEACHER CENTER COORDINATOR: Deb Young

NUMBER OF COUNTIES SERVED: 5
NUMBER OF DISTRICTS SERVED: 12
NUMBER OF STUDENTS SERVED: 12,721
NUMBER OF TEACHERS SERVED: 1,238

GOVERNANCE

- A. How is the Co-op governed?
Board of Directors X or Executive Committee
How many members on the Board? 12
How many times did the Board meet? 12
When is the regular meeting? Third Thursday of each month
Date of current year's annual meeting: June 7, 2016
- B. Does the Co-op have a Teacher Center Committee? Yes X No
If yes, then:
How many are on the Teacher Center Committee? 17
How many members are teachers? 10
How many times did the Teacher Center Committee meet? 3
When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Nov. 2015
- D. Have written policies been filed with the Arkansas Department of Education? Yes

STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

(S=State, F=Federal, H=Head Start, M=Medicaid, P=Private, B=Base Funds, D=District)

NAME	POSITION	FUNDING SOURCE
Alvaredo, Laura	HIPPY Parent Educator	S
Armstrong, Myra	ABC Paraprofessional	S
Basilieri, Aubry	ECSE Itinerant	S
Bell, Jennifer	ABC Teacher	S
Bell, Suzanne	ECSE/Itinerant Teacher	S
Benton, Becky	ECSE/Itinerant Teacher	S
Bickley, Shirley	ABC Paraprofessional	S
Bowman, Kelli	ABC Paraprofessional	S
Bowren, Anita	Media Clerk	S
Branson, Lee	ABC Paraprofessional	S
Brown, Kim	Literacy Specialist	S
Bunch, Laura	Special Ed Supervisor	S
Bustos, Tabitha	ABC Paraprofessional	S
Carr, Randi	ABC Teacher	S
Carrell, Amanda	ABC Teacher	S
Cartwright, Tara	Asst. Bookkeeper	S
Carver, Betty	ABC Teacher	S
Cearley, Heather	ABC Teacher	S
Cole, Jayne	Business Manager	S
Cook, Amanda	ABC Paraprofessional	S

Cooley, Andrea	EC/ABC Secretary	S
Cortez, Karina	ABC Teacher	S
Crofton, Arlette	ABC Teacher	S
Culp, Amanda	ABC Teacher/Director	S
Daniels, Jessica	ABC Paraprofessional	S
Denson, Renee	ABC Paraprofessional	S
Dees, Sandra	ECSE/Itinerant Teacher	S
Deramus, Melinda	ABC Paraprofessional	S
Dinger, Sherry	ABC Site Director/ECSE Teacher	S
Dixon, Mandy	ABC Paraprofessional	S
Edwards, Sheila	ABC Paraprofessional	S
Efrid, Mindy	ABC Paraprofessional	S
Egger, Elesha	ABC Paraprofessional	S
Erwin, Makenzie	ABC Paraprofessional	S
Ewing, Ashley	ABC Teacher/Director	S
Fatherree, Amanda	ABC Paraprofessional	S
Fiorello, Penny	ECSE Itinerant/Director	S
Flint, Bonita	APSCN Rep	S
Flores, Hortencia	HIPPY Parent Educator	S
Floyd, Rebecca	ABC Teacher	S
Frachiseur, Ann	FGP Secretary	F
Frachiseur, Faye	Custodian	S
French, Shonda	ABC Paraprofessional	S
Fricks, Donna	ABC Paraprofessional	S
Garner, Karen	HIPPY Parent Educator	S

Gathright, April	ABC Paraprofessional	S
Gilchrist, Shelley	ABC Teacher	S
Godwin, Barbara	ABC Paraprofessional	S
Goodman, Cathy	ABC Paraprofessional	S
Gragg, Bonny	ABC Paraprofessional	S
Gray, Kimberly	ABC Teacher	S
Green, Cheryl	ECSE Teacher/EC Behavior Specialist	S
Gregory, Lora	ABC Teacher	S
Grubbs, Regina	ABC Teacher/Director	S
Haarmeyer, Denise	ABC Paraprofessional	S
Harder, Angela	ABC Teacher	S
Harry, Joshua	Maintenance	S
Hemphill, Camecia	ABC Paraprofessional	S
Henderson, Ruthie	ABC Teacher	S
Hicks, Diana	EC/ABC/HIPPY Coordinator	S
Holcombe, Sheila	Secretary	S
Hopkins, Nikita	ABC Paraprofessional	S
House, Brianne	ABC Teacher/Director	S
Hunt, Donna	ESVI Specialist	F
Jenkins, Neal	Maintenance	S
Jenkins, Patricia	ABC Paraprofessional	S
Johnson, Jessica	ABC Teacher/Director	S
Jones, Debbie	ABC Teacher	S
Jones, Jessica	ECSE Teacher/HIPPY Coordinator	S
Jones, Kaylee	ABC Paraprofessional	S
Kennemore, Kim	Assistant EC Coordinator	S

Kincaid, Dana	ABC Teacher	S
Lacefield, Kayla	ABC Paraprofessional	S
Lacefield, Vickie	ABC/ECSE Teacher	S
Larruci, Kim	ABC Teacher/Director	S
Looney, Alyson “Toni”	ABC Teacher	S
Lovewell, Melissa	ABC/ECSE Teacher	S
Lyle, Lore	ABC Teacher	S
Maechler, Amy	ABC Paraprofessional	S
McAdams, Sherri	ABC Site Director/ECSE Itinerant Teacher	S
McAlexander, Meri	ABC Teacher/Director/ECSE Teacher	S
Mears, Allison	Behavior Specialist K-12	F
Miller, Andria	Math Specialist	S
Miller, Callie	Speech Therapist Assistant	S
Mitchell, Britney	ABC Paraprofessional	S
Montero, Carmen	ECSE/Itinerant Teacher	S
Morgan, Skylar	ABC Paraprofessional	S
Nance, Christy	ABC Paraprofessional	S
Neeson, Cristi	ABC Teacher	S
Nelson, Shamanda	ABC Teacher	S
Nieto, Luz	ABC Paraprofessional	S
Nolen, Tammy	ABC Teacher	S
Nowlin, Lynne	ABC Teacher	S
Olalde, Jean	ABC Paraprofessional	S
Parker, Wendy	ABC/HIPPY Paraprofessional	S
Parson, Kelli	Special Ed Supervisor	S

Parsons, Wendy	ABC Paraprofessional	S
Pennington, Heather	ABC Paraprofessional	S
Perez, Meghann	ABC Teacher	S
Ponder, John	Director	S
Pope, Samantha	ABC Teacher	S
Price, Brittany	ABC Teacher	S
Ralls, Monica	ABC Paraprofessional	S
Ray, Dana	GT Coordinator	S
Reeder, Kari	ABC Paraprofessional	S
Reel, Anne	ABC Teacher	S
Richardson, Mike	ABC Computer Tech	S
Russell, Rhonda	ABC Paraprofessional	S
Schuller, Brian	Science Specialist	S
Schuller, Lisa	Literacy Specialist	S
Scoggins, Nelda	FGP Volunteer Coordinator	F
Smedley, Britany	ABC Teacher	S
Smith, Brandi	ABC Teacher	S
Smith, Emily	ABC Teacher/Director	S
Sorrels, Denise	ABC Teacher	S
Southerland, Stacey	Career & Tech Ed Coordinator	S
Stewart, Christy	ABC Paraprofessional	S
Stone, Holly	ABC Paraprofessional	S
Strasner, Lori	ABC Teacher/Director	S
Thomas, Cecil	Media Van Driver/Maintenance	S
Tollett, RaJohnia	ABC Teacher	S
Tomlinson, Misty	ABC Paraprofessional	S

Trammell, Angela	ABC Teacher	S
Villamil, Maricela	ABC Teacher	S
Walker, Alisa	ABC Paraprofessional	S
Wallis, Linzi	ABC Site Director	S
Watts, Jane	Occupational Therapist	S
Weed, Renee	Secretary	S
West, Adam	Distance Learning Coordinator	S
West, Jodi	ABC Teacher	S
Whisenhunt, Joan	ABC Teacher	S
Willey, Crystal	Secretary	S
Williams, Janet	ECSE Itinerant Teacher	S
Williams, Stacey	ABC Teacher	S
Williams, Terri	FGP Director/Media	F/S
Wilson, Sandra	ABC Paraprofessional	S
Wright, Gary	Vision Consultant	S
Young, Deborah	Teacher Center Coordinator	S

DMEC TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants, and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. **See attached form.**

- A. Does the co-op provide media services to schools? YES X NO ____
- Approximate the number of titles in media center: 6881
- Does the co-op provide delivery to the districts? YES X NO ____
- How many districts participate in the media program? 12
- How many titles (including duplicate counts) were provided to schools during this current year? 1123
- Do districts contribute dollars to the media services for teachers? YES X NO ____
- How are media charges per district determined (formal or per ADM)? Please describe: \$4.00 X ADM
- Does the co-op operate a “make-and-take” center for teachers? YES X NO ____
- How many teacher visits have been made to the center including duplicate visits? 391
- How many requests have been made for the Ellison Die Cuts? 11,258
- How many districts use the co-op to copy and bind their teacher handbooks? 9
- How many districts use the co-op to copy and bind their student handbooks? 9
- How many districts use the co-op for background checks? 12

ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Administrators and Local Board Members training
- ☒ Assessment data analysis
- ☒ Bookkeeping assistance
- ☒ Business Management training
- ☒ Computer technician
- ☒ Cooperative purchasing
- ☒ E-Rate applications
- ☒ eSchool and eFinance support
- ☒ Evaluation procedures
- ☒ Gifted and talented assistance
- ☒ Math/Science/Literacy specialist
- ☒ Numerous professional development opportunities for teachers
- ☒ Paraprofessional testing
- ☒ Personnel application
- ☒ Print Shop or Media
- ☒ Special education services
- ☒ Technology training
- ☒ Zoom license per district
- ☐ Other (please specify)

DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ Battle of the Books
- ☒ Behavior support services
- ☒ Chess tournament
- ☒ Destination Science Challenge
- ☒ Early Childhood Special Education 3-5 year of age
- ☒ Dyslexia
- ☒ Foster Grandparents
- ☒ Gifted/talented programs: 10 participating districts
- ☒ Itinerant teachers – please list areas: Early Childhood, Sp Ed.
- ☒ Low incidence handicapped
- ☒ Music and Art
- ☒ Nursing services
- ☒ Occupational therapy and physical therapy
- ☒ Quiz Bowl
- ☒ Reading Fair
- ☒ Speech therapist
- ☐ Other (Please specify):

ANECDOTAL REPORTS

Leader Excellence and Development System (LEADS)

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included: work with the Danielson rubric; summative evaluations of principals, assistant principals and other administrators; use of Bloomboard for evaluation and artifacts; and other support as needed.

Destination Science Challenge

The Destination Science Challenge 2016 provided teachers, students - grades 4-12, and the community an opportunity to experience the importance of Science, Technology, Engineering, & Mathematics (STEM) education in their everyday lives. Destination Science challenges students to use creativity and imagination along with science, technology, mathematics, and mechanical ability to build or modify an apparatus that performs a practical function. Eight different apparatuses and four multimedia projects are designed, constructed, and competed for best performance. Competitions of this nature are deeply intertwined in the real world and in how students learn most effectively. Thirteen DeQueen-Mena consortium schools participated in the 2016 event including approximately 300 students, 30 teachers and administrators, and 50 support staff.

Literacy Design Collaborative (LDC)

During the 2015-2016 school year, the DeQueen-Mena Education Service Cooperative specialists assisted 15 teachers, four principals, two instructional facilitators, and one director of instruction with the implementation of the Literacy Design Collaborative in four consortium school districts. This assistance included six days of professional development training and six in-house visits including five scheduled classroom observations and post conferences. The LDC training provided schools an instructional design system for developing students' literacy skills in preparation for the demands of college and career. Teachers developed modules or units built from template tasks to create high-quality student assignments that develop reading, writing, and critical thinking skills in multiple disciplines. CoreTools is the digital platform teachers then used to create, store, and access their own modules, and also to access exemplar modules and mini-tasks of other educators for use with their own curriculum. Teachers having completed earlier cohort trainings in LDC serve as resources for new participants in their buildings and serve as part of the sustainability plan for their schools. The Arkansas Literacy Design Collaborative Summer Conference, for trained LDC educators, is also a sustainability piece scheduled for June 2016.

Mathematics Design Collaborative (MDC)

During the 2015-2016 school year the DeQueen-Mena Math Specialists assisted nine teachers, three principals, and one curriculum director with the implementation of the Mathematics Design Collaborative in three consortium school districts. This assistance included six days of professional development training and six in-house visits including five scheduled classroom observations and post conferences. MDC focuses on building student understanding of mathematics concepts by working through problems, rather than memorizing formulas and plugging them into a page of workbook problems. Teachers having completed earlier cohort trainings in MDC serve as resources for new participants in their buildings and serve as part of the sustainability plan for their schools. The Arkansas Literacy and Mathematics Design Collaborative Summer Conference, for trained MDC educators, is also a sustainability piece scheduled for July 2016.

Reading Fair

The fifth annual Regional Reading Fair provided students with the opportunity to share a favorite fiction or non-fiction book through a project board display or a presentation involving technology. The competition is separated into two divisions, one for students in grades 4-6, and one for students in grades 7-9. Both levels of competition include an interview before judges in which students were asked questions about their book projects. Thirteen DMESC schools, represented by 175 students and their teachers, participated in a successful 2016 event.

Battle of the Books

Battle of the Books is a yearly team competition between school districts for students in grades 1-12. Students are provided a list of books from which to read to prepare for the competition. Questions are asked and students buzz in to answer. The objective is to be the first to buzz in with the correct answer. Points are awarded to determine the winner in each grade level. Nineteen DMESC schools participated with 437 students participating in the 2016 event. This competition encourages reading as students look forward to attending the event.

EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each Educational Service Cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: **2**

Please provide the number in each of the following racial classifications:

- 2 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2015-2016 school year: **11**

Please provide the number in each of the following racial classifications:

- 9 - White
- 0 - African American
- 2 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: **1**

Please provide the number in each of the following racial classifications:

- 1 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year: **8**

Please provide the number in each of the following racial classifications:

- 8 - White
- 0 - African American
- 0 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: **5**

Please provide the number in each of the following racial classifications:

- 4 - White
- 0 - African American
- 1 - Hispanic
- 0 - Asian
- 0 - American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2015-2016 school year: **46**

Please provide the number in each of the following racial classifications:

- 41 - White
- 3 - African American
- 1 - Hispanic
- 0 - Asian
- 1 - American Indian
- 0 - Alaskan Native

DEQUEEN-MENA EDUCATION COOPERATIVE 2015-2016 SALARY SCHEDULE

Years of Experience	Bachelor's Degree	Master's Degree
0	\$34,500	\$38,625
1	\$35,000	\$39,125
2	\$35,500	\$39,625
3	\$36,000	\$40,125
4	\$36,500	\$40,625
5	\$37,000	\$41,125
6	\$37,500	\$41,625
7	\$38,000	\$42,125
8	\$38,500	\$42,625
9	\$39,000	\$43,125
10	\$39,500	\$43,625
11	\$40,000	\$44,125
12	\$40,500	\$44,625
13	\$41,000	\$45,125
14	\$41,500	\$45,625
15	\$42,000	\$46,125
16	\$42,500	\$46,625
17	\$43,000	\$47,125
18	\$43,500	\$47,625
19	\$44,000	\$48,125
20	\$44,500	\$48,625
21	\$45,000	\$49,125
22	\$45,500	\$49,625

DEQUEEN-MENA EDUCATION COOPERATIVE TEACHER CENTER COMMITTEE

Name	Position	District	Term
Marion Hedrick	Teacher	Mineral Springs HS	2013-16
Angelina Ward	Librarian	DeQueen Primary	2013-16
Pam Tollett	Teacher	DeQueen HS	2013-16
Davelynn Lane	Principal	ORSD - Oden Elem	2013-16
Joni Pennington	Teacher	Ashdown Jr High	2013-16
Betty Stone	Librarian	DeQueen HS	2014-17
Stephanie Dixon	Principal	Mount Ida Elem	2014-17
Sheli Chaney	Teacher	Mena Middle	2014-17
Tammy McAlister	Teacher	Horatio	2014-17
Becky Stanley	Teacher	Nashville Primary	2015-18
Joe Kell	Superintendent	Nashville Jr High	2015-18
Cindy Mason	Teacher	Dierks High	2015-18
Leo Mabry	Teacher	ORSD Acorn Elem	2015-18
Terry Alexander	Teacher	Cossatot River HS	2015-18
Kim Cody	Principal	Foreman Elem	2015-18
Shonda Wrinkle	Teacher	Ashdown Elem	2015-18
Justin Neel	Teacher	Caddo Hills HS	2015-18

PROGRAM SUMMARIES

PROGRAM: ADH Tobacco Prevention and Cessation Program

FUNDING SOURCE: Tobacco Prevention and Cessation Program- Master Settlement Tobacco Funds

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount. Ida, Nashville, Ouachita River, Cossatot River

PERSONNEL: Cheryl Byrd, RN, Community Health Nurse Specialist
Sheila Holcombe, Secretary

FUNDING STATEMENT:

The Arkansas Department of Education and Arkansas Department of Health partnered to support the role of the Community Health Nurse Specialist. ADH funds the Community Health Nurse Specialist's salary, travel and reimbursement for nurse's office space. DMEC provides the necessary office space, secretarial staff, office phone and internet, and printing/copying of educational materials, as well as classroom facilities for in-services. Various equipment, prevention material, instructional aids, and promotional items have also been funded.

PROGRAM GOALS:

The goal of the Community Health Nurse Specialist is to provide technical assistance to schools for tobacco prevention and cessation; health promotion and disease prevention; act as a resource for school wellness committees; provide technical assistance to school nurses for health screenings, immunizations, injury prevention, disease prevention, chronic disease management and other school health issues; serve as a resource to communities for child health and public health issues; and to reduce health disparities through awareness.

The CHNS informs schools and communities of school health resources, available trainings and grant opportunities; provides certification training to school nurses for mandated health screenings; identifies and evaluates training needs of school personnel; and develops, coordinates, facilitates and conducts trainings for school personnel, local health units and community members.

CHNS maintains regular contact with school personnel, Hometown Health Improvement staff and local health units, acting as a liaison linking community coalitions, schools, local health units, community resources and healthcare providers; promoting public health through media venues and supporting local public health emergency response efforts.

PROGRAM SUMMARY:

CHNS is a collaborative research based effort between the Arkansas Department of Education and the Arkansas Department of Health to effectively address students' health, thus improving their ability to learn. Based on the 8 CSH component model, School Health addresses the risk factors determined by the CDC that have the most detrimental effect on children and adolescents to include: inadequate physical activity; unhealthy dietary behaviors; sexual behaviors that may result in HIV infection, STD's and unintended pregnancies; alcohol and other drug use; tobacco use and emerging tobacco product use; and behaviors that result in unintentional injuries.

MAJOR HIGHLIGHTS OF THE YEAR:

The focus for 2015-16 is Intentional and Unintentional Injury Prevention, Tobacco Prevention and Cessation, Flu Prevention, Sexual Health Education, Management of Chronic Disease in the School Setting, Promotion of Physical Activity and Healthy Nutrition, and Enhancement of School Wellness Committees.

Highlights of 2015-16 include:

- 5823 Flu vaccines administered to students and school personnel on all DMEC school campuses
- 14 CPR certification trainings resulting in 133 CPR certified school personnel
- 4 School Nurses trained as AHA CPR/First Aid Instructors
- 5 Suicide Prevention trainings to provide required Professional Development for approx.. 57 school/coop personnel
- Cohosted the statewide New School Nurse Orientation by partnering with ADE/ADH to provide training for 100 AR school nurses
- Provided new SN orientation for 5 DMEC nurses new to school nursing
- Provided certification trainings for DMEC school nurses to provide mandated screenings in the school setting
- Provide ongoing support and updates to schools re: Immunizations, sexual health promotion in the school, school health laws, school nurse roles and responsibilities, etc.
- Provide quarterly school wellness trainings to provide available resources to schools related to school health and wellness
- Host an annual school nurse update for approximately 35 school nurses serving schools at DMEC
- Host an annual food service workshop to provide needed professional development for 32 food service professionals including food safety, nutrition, injury prevention, etc.
- Provided Paraprofessional Training for Students with Special Healthcare Needs to 42 paraprofessionals/Early Childhood Educators and 2 School RNs. Topics included Standard Precautions, HIPAA/FERPA, Delegations, ASBN Roles and Responsibilities r/t UAPs.

PROGRAM: Arkansas Better Chance Program (ABC) Home Instruction for Parents and Preschool Youngsters (HIPPY)

FUNDING AMOUNT: \$3,986,010.00

FUNDING SOURCE: Arkansas Department of Education, Administered by the
Arkansas Department of Health and Human Services
Division of Child Care and Early Childhood Education

COMPETITIVE GRANT: Yes X No

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman,
Mena, Horatio, Mineral Springs, Mount Ida, Nashville,
Ouachita River

PERSONNEL: Diana Hicks, ABC Program Coordinator (MSE)
Kim Kennemore, Assistant ABC Program Coordinator (MSE)
Jessica Jones, HIPPY Coordinator (MSE)
Cheryl Green, EC Behavior Specialist (MSE)
Mike Richardson, Computer Technician
Andrea Cooley, Secretary

GOALS:

- Provide quality ABC preschool programs on behalf of participating local school districts for identified at-risk, three-through five-year-old children
- Collaborate with local early childhood partners, including Head Start, private early childhood providers and Special Education in order to provide seamless services and information to families and the community and to serve children in the most appropriate environments
- Coordinate efforts with other early childhood and service providers to provide a comprehensive, quality, early childhood program in the Co-op region
- Provide developmentally appropriate and individualized program to meet the needs of each student enrolled
- Provide home-based early childhood education readiness program using the age and developmentally appropriate HIPPY curriculum to 81 children in Howard and Sevier Counties to help children develop essential prerequisite learning skills

PROGRAM SUMMARY:

The ABC center-based preschool program provides free quality preschool services to 855 three- and four-year-old children in the co-op region. All programs operate on the local school calendar for 178 student interaction days. ABC preschools meet the core quality components as outlined by the Division of Child Care and Early Childhood Education which includes qualified staff, low student to teacher ratio, developmental screening and child assessment, meaningful parent and community engagement activities, quality approved curriculum, and well trained staff.

The ABC center-based program (ABC) employs 46 lead teachers, 44 paraprofessionals, five directors, one administrative assistant, and one computer technician. The ABC program has 46 classrooms housed at 16 different sites on school campuses in Ashdown, Cossatot River (3), DeQueen (3), Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, and Ouachita River (2).

ASSESSMENT:

Assessment data on every child is required for individual planning and for analysis of the long-term effect on children as they progress through entry into kindergarten and completion of fourth grade. Each child is assessed using the Work Sampling System, the instrument specified by DCCECE.

The Work Sampling System (WSS) is designed to help teachers learn about a child's skills, behaviors, and academic achievements in school.

Work Sampling gives teachers the information they need to work effectively with their children, by building child's motivation and self-confidence and for reporting student progress to parents.

The Work Sampling System focuses on seven areas of the curriculum:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

The Work Sampling System is composed of three interrelated parts:

Developmental Guidelines and Checklist – List of age or grade-level expectations that are used for guiding teachers' observations about child's achievements in school.

Portfolios – Collections of child's work to show progress and demonstrate special interest and talents as well as areas in need of development.

Summary Reports – A profile of child's school performance based on the Checklist observations and Portfolio collection. It includes brief comments from the teacher about child's

progress, strengths, and areas of concern and is sent home three times per year. The Summary Reports replaces report cards.

WSS data for four year olds indicated significant gains across all seven areas of curriculum with all four year olds performing at or above 88% proficient. WSS data for three year olds indicated significant gains across all seven areas of curriculum with all three year olds performing at or above 69% proficient.

All 46 ABC classrooms have met the criteria for becoming an “approved” Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations. All staff has received required training for their job title in the following areas:

- Arkansas Early Childhood Frameworks (30 hrs)
- Pre-K ELLA (Early Literacy Learning in Arkansas, 30 hrs)
- Math/Science for Young Children (30 hrs)
- Social/Emotional Benchmarks for Young Children (45 hrs)
- Preschool children with special needs (6 hrs)
- Two day Work Sampling initial training
- Work Sampling refresher online (assessment instrument chosen by state)
- Child Maltreatment
- Parent Involvement
- Director Orientation (24 hrs)
- Dyslexia
- Common Core for Early Educators (6 hrs)
- CPR/First Aid
- Early Childhood Environmental Rating Scale
- COPA (Child Outcome Planning & Administration)
- Curriculum Planning (6 hrs)
- Child Care Orientation for new staff
- Developmental, speech, vision and hearing screening and referral procedures
- Paraprofessional training modules from ADE

The Home Instruction for Parents of Preschool Youngsters (HIPPY) Program is a 30-week school readiness –parent involvement program for parents of three and four year-old children. The program is staffed by a professional coordinator, administrative assistant, and three well trained home-based educators. Eighty-one children and families currently receive services in Sevier and Howard counties.

MAJOR HIGHLIGHTS OF THE YEAR:

- Better Beginnings (BB), the state’s Quality Rating Improvement System, administered by the Department of Human Service’s Division of Child Care and Early Childhood Education has been fully implemented and all 16 sites have achieved Level 3 rating

- The Program Administration Scale (PAS) for multiple uses: program self-improvement, technical assistance and monitoring, training, research and evaluation, and public awareness has been fully implemented at all sites
- Community-wide activities focused on “Imaginative Play” were held in each county to celebrate Arkansas Childrens’ week in April
- One lead teacher completed her Masters in Early Childhood Special Education, another completed her Masters in Educational Leadership, one teacher is pursuing her Masters in Early Education Childhood and one paraprofessional completed her Bachelors in Early Education to become P-4 certified
- HIPPY Coordinator and three home-based educators attended the HIPPY National Conference held in Florida
- Eight staff attended the annual Arkansas Early Childhood Association (AECA) Conference in Hot Springs
- ABC and HIPPY program collaborated with local Head Starts, DDS programs, school districts, county health departments, county extension programs, other licensed centers, DHS, community colleges, school nurses, local physicians, local dentists and private day cares to coordinate and help children benefit from an array of services
- Fourteen ABC staff completed an intensive 6 days of conscious discipline, a comprehensive classroom management program and social-emotional curriculum
- Ten staff completed PCM (Professional Crisis Management) training
- Ten staff completed PCM (Professional Crisis Management) re-certification training
- ABC staff attended Curriculum Connections to facilitate connections from work sampling assessment to curriculum used in the classroom
- Significant gains overall in the number of children leaving our program performing at or above proficient level in all areas of curriculum.

PROGRAM: Career and Technical Education

FUNDING AMOUNT: \$171,957.00

FUNDING SOURCE: Arkansas Department of Career Education (\$50,000)
Perkins Federal Funding (\$121,957.00)

COMPETITIVE GRANT: Yes No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Stacey Southerland, CTE Coordinator (MS)
Sheila Holcombe, CTE Secretary

GOALS:

- To provide students with exploration, guidance, support, and content knowledge through a secondary career pathway
- To provide Career & Technical Education teachers with access to professional development, supplies, materials, and equipment to enhance student achievement and to fully implement career pathways
- To ensure that the DeQueen-Mena Perkins Consortium is meeting targets for all Perkins Performance Indicators

PROGRAM SUMMARY:

The Career & Technical Education (CTE) program at DMESC supports Career & Technical Education at cooperative schools by developing Perkins projects and administering Perkins funding for DMESC Consortium member schools via the CTE coordinator. Projects are developed to address the Performance Indicators outlined in the Perkins Act of 2006.

The CTE coordinator collects and reports end-of-course test data, completers, placement for the consortium, and compiles accountability reports for Perkins. Technical assistance is provided to teachers and administrators in areas of:

- New program development
- Start-up grants
- Career pathways
- Programs of study
- Course frameworks
- Policy and procedure guides
- Planning and delivery of professional development
- Technology training
- Purchasing of specialized equipment
- Teacher licensure
- Literacy Design Collaborative

- Mathematics Design Collaborative
- Arkansas Works
- Regional Advisory Council Meetings

When requested, assistance is given to non-consortium schools with the above mentioned duties.

MAJOR HIGHLIGHTS OF THE YEAR:

The CTE Department has supported Career & Technical Education among consortium and non-consortium schools by:

- Supporting Programs of Study for Career Pathways to increase CTE completers at the Secondary Technical Centers
- Placing new technology and/or equipment in the consortium schools and providing applications for usage and support
- Use of Zoom technology to streamline collaboration and meeting time
- Disaggregation of End-of-Course test data for new project development
- Maintaining high performance for Perkins indicators: Graduation Placement, Program completion, Non-traditional placement and completion
- Carried out lessons in Literacy Design Collaborative (LDC) fashion at consortium high schools
- Delivered LDC professional development to science, literacy, social studies, and CTE teachers
- Providing training and collaboration with post-secondary institutions for Regional Advisory
- Organizing and facilitating two Regional Advisory Council Meetings to meet ACE requirements

PROGRAM: Commercial Driver License Third Party Testing

FUNDING AMOUNT: \$0

FUNDING SOURCE: Local Funding

COMPETITIVE GRANT: Yes ____ No **X**

RESTRICTED FUNDING: **X** **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: DMEC School Districts

PERSONNEL: James Davis, Bus Garage Manager, Mena Public Schools

GOAL: To reduce costs and travel of school districts when licensing bus drivers.

PROGRAM SUMMARY:

A need was identified by local school districts to provide a site and evaluator to conduct Commercial Driver License tests for public school bus drivers as required by law. A current Mena School District Employee received training and is now certified to perform as a Third Party Tester. After completing an application with the Arkansas State Police, DeQueen-Mena Education Service Cooperative now offers to its school districts a central location to conduct the driving portion of the CDL licensure at a reduced cost and travel time.

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital, Arkansas MOODLE

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes _____ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS:

PERSONNEL: Cathi Swan, Superintendent – State Coordinator of Digital Learning, BSE, MSE
Mike Lar, Virtual Arkansas Director of Operations, BS, MBA, ED.D, ABD
Junior Stormes, Director of Technology, BS
John Ashworth, Virtual Arkansas Director of Academics, BSE, MSE
Lisa Russell, Team Digital Member, BSE
Gerard Newsom, Team Digital Member, BA
Rachel Scott, Team Digital Member, BS, MS

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts “Power Up with Virtual Arkansas” for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

TEAM DIGITAL:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

MAJOR HIGHLIGHTS OF THE YEAR:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- Presented at TICAL on the Future of Blended Learning.
- Held statewide school consultations on the planning and implementation of Blended Learning.
- Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed an Educational Cooperative Promotional Video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing/Promotional video for the Essentials of Computer Science and Computer Programming
- Presented at the 3rd Annual Data Conference

PROGRAM: Distance Learning

FUNDING AMOUNT: \$ 0

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUDNING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Adam West, Distance Learning Coordinator

GOALS:

- Assist member school districts in using video conferencing and online web-based distance education systems
- Provide technical support in troubleshooting hardware, software, and network problems

PROGRAM SUMMARY:

DMEC supports twenty H.323 and Session Initiation Protocol (SIP) conferencing systems in various schools. These systems enhance students learning and educators' professional development. The co-op coordinates and helps resolve issues with the state's distance learning providers for distance learning (DL) classes. Teachers and DL room facilitators are trained in using basic computer technology and management of systems.

General professional development for classroom technology integration is provided as well as network troubleshooting, engineering, design and architecture, and implementation. DMEC has renewed the Zoom license for each of its member districts face-to-face discussion without the travel.

MAJOR HIGHLIGHTS OF THE YEAR:

- Upgraded the Cooperative's devices including hardware and software
- Upgraded network and wireless system to support Software Define Networking (SDN) and Open Source Standards for security, video, IPTV, networking, and distance video learning
- Hosted a technology conference introducing current and new technologies to multiple schools and colleges in the state
- Created standardization of implementation of on premise technologies

PROGRAM: Early Childhood - Behavior

FUNDING AMOUNT: \$0

FUNDING SOURCE: Arkansas Department of Education, Special Education

COMPETITIVE GRANT: Yes: No: X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Cheryl Green, MSE, Special Education

GOALS:

- Provide quality behavior management/intervention services to all children ages three through five in each school district in the co-op region
- Assist and/or create behavior modification plans/techniques designed for each child
- Offer parental training to parents with a child that shows behavior related issues
- Provide quality professional development training to administrators, teachers, and other personnel in the co-op region
- Decrease the number of students requiring behavior intervention services upon entry to public school

PROGRAM SUMMARY:

The Behavior Specialist's services are available to all children ages three through five in the DMESC Co-op. Services have been provided to 80 children in the 12 school districts served by the co-op for the school year 2015-2016. Services were provided to the following programs: Arkansas Better Chance (ABC), CDI Head-Start, Home Instruction for Parents with Preschool Youngsters (HIPPY), Private Preschools under the direction of School Districts, Early Childhood, and private day care centers.

SCHOOL DISTRICTS AND BEHAVIOR REFERRALS

County	School District	# Behavior Referrals
Howard	Dierks	4
	Mineral Springs	8
	Nashville	12
Little River	Ashdown	7
	Foreman	5
Montgomery	Mount Ida	4
	Caddo Hills	2
Polk	Ouachita River	4
	Mena	9
	Cossatot River	3
Sevier	DeQueen	15
	Horatio	2
TOTAL		80

MAJOR HIGHLIGHTS OF THE YEAR:

- Assist in the development and implementation of behavior plans, behavior modification techniques, and classroom management techniques
- Perform additional testing (Autism Spectrum Disorder Screeners, Asperger's Disorder Screeners, Attention Deficit/Hyperactivity Disorder Screeners, and other Behavioral Screeners)
- Assist in the development of educational programs tailored specifically for a particular child's needs (such as: Applied Behavior Analysis programs, discrete trial, TEACCH programs, STAR programs, and On-Track programs)
- Provide a resource library for teachers/parents to utilize
- Offer summer in-service training: (Special Education Screenings and Referral, Behavior Referral 101, Parent Meeting Ideas)
- Provide parent training (individually or group)
- Received training on using new Autism evaluations (Autism Diagnostic Observation System)
- Used new Rethink Autism Training for materials and Functional Behavior Analysis and Behavior Plans
- Assisted Special Education Teachers in using Rethink
- Became part of Little River Hometown Health Coalition
- Member of Ouachita Spectrum Outreach and Support Group
- Worked closely with Project Play (State Program through UAMS: Partnering with early childhood professionals to promote social-emotional health of Arkansas' children)
- Was guest speaker at HIPPY parent meeting and Head Start parent meeting

PROGRAM: Early Childhood - Special Education (ECSE)

FUNDING AMOUNT: \$852,331.00

FUNDING SOURCE: State, Federal and Local Early Childhood Special Ed

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Diana Hicks, Early Childhood Coordinator (MSE)
Kim Kennemore, Asst. Early Childhood Coordinator (MSE)
Cheryl Green, Early Childhood Behavior Consultant (MSE)

GOALS:

- Locate, evaluate, and identify three through five year olds that are suspected of having a disability on behalf of each school district in the co-op region
- Collaborate in planning with the LEAs and superintendents in their districts for implementing activities to ensure the identification of eligible children
- Provide services to eligible children in accordance with individual education plans developed for children with the least restrictive environment being the primary concern
- Decrease the number of students requiring special education services upon entry to public school

PROGRAM SUMMARY:

Early Childhood Special Education (ECSE) has received and processed 270 referrals with 150 of them resulting in ECSE placement for 2015-2016. This is a 10% increase over the previous year. Local ABC Programs served 76%, Head Start Programs served 9%, licensed child care facilities served 10%, and appointments at various locations accounted for 5%.

MAJOR HIGHLIGHTS OF THE YEAR:

- Conducted 1,026 preschool developmental, speech, hearing and vision screenings throughout the cooperative area
- Children served with IEP's mastered 75% of their goals and objectives for the school year
- Early Childhood Behavior specialist completed training on the Autism Diagnostic Observation Schedule-Second Edition (ADOS-2) that is used to evaluate almost anyone suspected of having ASD from one year olds with no speech, to adults who are verbally fluent
- Implemented Conscious Discipline in more classrooms, a comprehensive social and emotional intelligence classroom management program that empowers both teachers and students in multiple ABC classrooms
- Professional Crisis Management (PCM) training was provided to 10 preschool providers with hands on training and procedures to use in crisis situations and 10 staff were re-certified in PCM

PROGRAM: Foster Grandparent Program

FUNDING AMOUNT: \$383,962.00

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Booneville, Charleston, Clarksville, Cossatot River, County Line, DeQueen, Dierks, Foreman, Fort Smith, Hackett, Hartford, Horatio, Howard County Children's Center, Lamar, Magazine, Mena, Mineral Springs, Murfreesboro, Nashville, Ouachita River, Ozark, Paris, Polk County Development Center, Scranton, Van Buren, Westside.

PERSONNEL: Terri Williams, Project Director
Nelda Scoggins, Volunteer Coordinator
Ann Frachiseur, Volunteer Coordinator
Tara Cartwright, Secretary

GOALS:

- Enable men and women 55 years and over to remain active and find ways to serve their community
- Enable children with special needs to improve academically, developmentally, and socially

PROGRAM SUMMARY:

The Foster Grandparent Program is a federally funded program whose purpose is to offer Senior Citizens, 55 years of age and over, the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours weekly service to community organizations such as schools and pre-schools.

MAJOR HIGHLIGHTS OF THE YEAR:

- Eighty-nine Foster Grandparents tutored and mentored 402 students from pre-school-grade 9
- Ninety percent of students (End of Year Assessments received as of April 30, 2015) assigned to a Foster Grandparent showed marked improvement in their areas of delay
- Forty-eight hours of annual in-service was provided to each Foster Grandparent enrolled in the program
- Thirty-five Foster Grandparents attended the annual Arkansas Foster Grandparent Program's conference at DeGray Lodge in June, 2015
- Seventy-one Foster Grandparents and three staff made 73 blankets and delivered them to cancer centers throughout Arkansas for Martin Luther King Day

- Thirty-two Foster Grandparents read to 1246 students during the 9-11 Project Read to acknowledge the public service heroes in our communities
- We had four mayors in our service area that participated in the National Day of Recognition for Volunteers on April 4, 2015. They decreed a proclamation for that day for their cities

PROGRAM: Gifted and Talented Education

FUNDING AMOUNT: \$54,000.00

FUNDING SOURCE: Arkansas Department of Education, Local Districts

COMPETITIVE GRANT: Yes: ____ No: X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Horatio, Foreman, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Dana Ray, Gifted Ed. Specialist
Sheila Holcombe, Secretary

GOALS:

The goals of the Gifted/Talented Program are to provide consultant services to support and promote the education of gifted students in our area schools through program awareness, staff development, student identification and programming, curriculum development, program evaluation, technical assistance, and academic enrichment. Serve as a liaison between ADE, Office of Gifted and Talented and Advanced Placement, district gifted/talented program coordinators, and parent and professional organizations. Provide technical assistance to meet the State Standards for Gifted and Talented Education and Advanced Placement. Promote gifted education through public awareness and advocacy.

PROGRAM SUMMARY:

The Gifted and Talented Program at the DeQueen-Mena Education Service Cooperative serves approximately 1000 identified gifted students and provides assistance to district GT Programs. Technical assistance included: guiding GT Coordinators in the writing of the program, and updating policies and procedures necessary for compliance. Hosted regular GT Advisory Council meetings to disseminate ADE updates, current trends and issues in gifted education, discuss practices and procedures for program compliance, share ideas and student activities events and dates, and keep abreast of the activities of the professional organizations for gifted and talented (Arkansans for Gifted and Talented Education and Arkansas Administrators of Gifted Education Association). Assisted member schools with various student activities such as Quiz Bowl, Destination Imagination, Student Project Fair, and Chess. Provided professional development opportunities, including: Pre-AP Strategies, Curriculum Differentiation, Extending Student Thinking, Student Diversity, Effective Questioning, Assessment for Identifying Gifted/Talented, and Whole Group Enrichment using the Common Core Standards.

PROGRAM: Literacy

FUNDING AMOUNT: \$86,500.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division, K-12 Literacy Unit

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, and Ouachita River

PERSONNEL: Kim Brown, MSE
Lisa Schuller, MLA
Renee' Weed, Secretary

GOALS:

- To develop, support, and promote effective scientifically research-based programs for all students through staff development training, technical assistance, and instructional support to educators.
- To assist schools in meeting state standards through the development of effective and explicit instructional strategies including use of summative and formative assessments.
- To design and assist in the implementation of district and building level staff development programs as well as to provide assistance in meeting district-developed literacy goals.
- To model lessons and provide support as requested by service area schools.

PROGRAM SUMMARY:

The literacy program is designed to anticipate and meet the continuing needs of service area schools through the delivery of staff development training that supports and promotes effective literacy practices for all students through a network of learning opportunities and technical assistance for district educators. Literacy specialists work with districts as requested to develop literacy programs that are designed to encourage maximum achievement for all students. Training and assistance are provided to districts in the implementation of the Common Core State Standards. Literacy specialists deliver scientifically research-based professional development programs that are designed to enhance current, innovative, and practical teaching strategies in the classroom.

Staff development opportunities are available to area schools throughout the year. Such trainings and activities include but are not limited to:

- Adolescent and Content Literacy
- Battle of the Book and Reading Fair
- Curriculum Mapping and Alignment

- Dyslexia Support
- ACSIP Literacy Support
- School Accountability Support
- Instructional Facilitator Support
- Common Core State Standards Implementation
- Literacy Design Collaborative (LDC)

ADE Services, Cooperation, and Collaboration:

The Arkansas Department of Education, in conjunction with the Education Service Cooperatives, offers staff development focusing on literacy development for grades K-12. Support for current state initiatives is available as follows: Comprehensive Literacy, and Adolescent/Content Literacy and Literacy Design Collaborative. Literacy specialists provide technical assistance to schools as they move toward aligning local curriculum with the Common Core State Standards and meeting their Annual Measurable Objective (AMO). The DMEC literacy specialists work to ensure that area educators are made aware of these opportunities.

Literacy Department areas of support for the year:

- Data Analysis
- Formative Assessments
- Summative Assessments
- Lesson Planning
- Team Meetings/Professional Learning Communities
- Classroom Observations
- Classroom Walk-Through
- Research-based Best Practice
- ASCIP Planning
- Battle of the Books
- Instructional Facilitator Support
- Common Core State Standards Foundation overviews, mapping, etc.
- Job Embedded Professional Development: Literacy Design Collaborative, Literacy Instructional Strategies
- Reading Fair

PROGRAM: **Mathematics**

FUNDING AMOUNT: \$86,500.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division, K-12 Mathematics Unit

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Andria Miller, (MSE)
Renee Weed, Administrative Assistant

GOALS:

- To develop, support, and promote effective scientifically research-based programs for all students through staff development training, technical assistance, and instructional support to educators
- To assist schools in meeting state standards through the development of effective and explicit instructional strategies including use of summative and formative assessments
- To design and assist in the implementation of district and building level staff development programs as well as to provide assistance in meeting district-developed mathematics goals
- To model lessons and provide support as requested by service area schools
- To enhance teacher awareness and implementation of current best practices through high quality professional development

PROGRAM SUMMARY:

The mathematics program is designed to anticipate and meet the continuing needs of area schools through the delivery of staff development training that supports and promotes effective instructional strategies in mathematics. The math specialist works with districts as requested to develop math programs that are designed to encourage maximum achievement for all students. Training and assistance are provided to districts in the implementation of the Common Core State Standards. The math specialist delivers scientifically research based professional development programs that are designed to enhance current, innovative and practical teaching strategies in the classroom.

Staff development opportunities are available to area schools throughout the year. Such training and activities include but are not limited to:

- Cognitively Guided Instruction (CGI)
- Mathematics Design Collaborative (MDC)
- Curriculum Mapping and Alignment
- Common Core State Standards Implementation

- Instructional Facilitator Support
- Lesson Plan Support

MAJOR HIGHLIGHTS OF THE YEAR:

The Mathematics Department has supported schools in a variety of ways including:

- PD and classroom support for MDC participant schools and teachers
- Team Meetings/Professional Learning Communities
- Classroom Observations
- District Leadership Teams for School Improvement
- Data Analysis
- Formative Assessments
- Summative Assessments
- Lesson Planning
- Demonstration Lessons
- Research-based Best Practices
- Mentoring CGI Teachers
- Working collaboratively with specialists from other cooperatives to develop professional development with a focus on functions through real world mathematics in the high school classroom

PROGRAM: Media Center

FUNDING AMOUNT: \$4 per ADM with a cap of \$2,500

FUNDING SOURCE: Local School Districts

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUDNING: **NON-RESTRICTED FUNDING:** X

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Terri Williams, Head Media Clerk
Anita Bowren, Ellison Cutter Operator

GOALS:

- To improve student achievement by providing quality instructional materials
- To provide prompt, friendly service to all educators in the co-op area

PROGRAM SUMMARY:

The DMEC Media Center provides quality support to educators and students. Instructional materials are updated every year to assure that the most current are available.

The media van delivers to 64 stops weekly. This count includes delivery to twelve administrative offices and sixteen co-op preschools. Private preschools and Head Starts pick up their deliveries at designated sites. Teachers and administrators order media items via telephone, fax, email, and on-line. Ordering supplies and Ellison cuts on-line is considered a favorite among teachers and staff. It saves time and the co-op does the cutting for free. In addition, the co-op furnishes three sets of Ellison letters and holiday die that rotate to each building during the school year.

The DMEC staff collaborates with the Arkansas Department of Education (ADE) and other agencies to distribute materials to schools at a cost savings and in a timely manner. Materials include:

- Videos
- DVDs
- Content area materials (books, handouts, videos, etc.)
- Pamphlets
- Newsletters
- Schedules
- Big Books

Media items provided by the ADE are housed in the media center. This provides easy access of instructional materials and supplies to our districts. The Co-op delivers requested items weekly to schools.

PROGRAM: Novice Teacher Mentoring Program

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING :** ____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Brian Schuller, Science Specialist
Dana Ray, GT Coordinator
Kathy Heagwood, NT Trainer
Kim Brown, Literacy Specialist
Lisa Schuller, Literacy Specialist
Deb Young, Teacher Center Coordinator

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use of the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques to use in the mentoring process

PROGRAM SUMMARY:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided a video training update.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the video update with the mentor/novice teacher and with previously trained mentors. The ADE provided electronic resources such as the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program. At districts' request, DeQueen-Mena Cooperative provided one session of training for new mentors and ongoing support as needed.

PROGRAM: Professional Development/Teacher Center

FUNDING AMOUNT: \$100 Per Certified Staff Member

FUNDING SOURCE: Local School District

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Deb Young, Teacher Center Coordinator (MSE)
Crystal Willey, Administrative Assistant

GOALS:

- To align professional development services with district needs for administrators, teachers, and other support staff in order to increase student achievement and help students graduate college and career ready
- To support the Arkansas Department of Education's school initiatives
- To provide Response to Intervention (RtI) training and support districts working on improving their core instruction

PROGRAM SUMMARY:

This office has the responsibility of surveying, organizing, and providing K-12 professional development that supports school improvement for our twelve member districts. During the 2015-16 school year, DeQueen-Mena ESC offered professional development opportunities that aligned with district needs and state initiatives. A comprehensive list of professional development workshops is provided at the end of this report.

Each year DMESC provides a summer Administrator Institute for approximately 90 administrators. Required state trainings are presented at this three day institute along with other leadership training. The Arkansas Department of Education provides many updates on various programs/topics for our administrators.

This past year the cooperative brought in Dr. John McCook to assist districts with RtI. District teams met, identified an area that needed improvement based on their data, and developed a detailed action plan for improvement. DMEC specialists attended the three-day training in order to support districts going forward.

In addition, DeQueen-Mena had continued to focus on Teacher Excellence Support System (TESS), Leader Excellence and Development System (LEADS), and BloomBoard. The cooperative in conjunction with the ADE have provided trainings for teachers, principals, and superintendents. Recently, DMEC personnel were trained in BloomBoard in order to better support districts in the use of this technology.

PROGRAM: Science

FUNDING AMOUNT: \$86,500.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division, K-12 Science Unit

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, De Queen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Brian Schuller, MSE
Renee Weed, Secretary

GOALS:

- Ensure implementation of Arkansas K-12 Science Standards
- Ensure implementation of Next Generation Science Standards (NGSS)
- Foster a critical understanding of the role of technology in facilitating science teaching and learning
- Enhance an understanding in science disciplines
- Ensure that all students are meeting the state standards in science

PROGRAM SUMMARY:

The science program is designed to anticipate and meet the continuing needs of our service area schools. This is accomplished through the delivery of staff development training that supports and promotes effective science and inquiry practices for all students through a network of learning opportunities. The science specialist works with districts in developing science programs that are designed to encourage maximum achievement for all students. Training and assistance is provided to districts in the development of curriculum that is aligned with state framework guidelines. The science specialist delivers scientifically based researched professional development programs that are designed to enhance current innovative, practical teaching strategies in the classroom.

In addition to serving the De Queen Mena Educational Cooperative (DMEC) area districts, the following Science Technology Engineering and Mathematics (STEM) Centers and other Educational Cooperatives were also served this year:

- Dawson Education Service Cooperative
- Delta STEM Center (ASU – Jonesboro)
- Guy Fenter Education Service Cooperative
- Henderson State University STEM Center

The science specialist offered a variety of support in the following ways:

- Advised teachers and administrators in the implementation of Arkansas K-12 Science Standards
- Advised teachers on implementation of NGSS
- Collaborated on science strategies
- Conducted classroom observations
- Continued DMESC science WIKI
- Continued with mapping and aligning of curriculum
- Demonstrated lessons in area classrooms
- Facilitated regional science competitions (Dawson ESC – HSU STEM)
- Hosted regional science competition for over 350 students (DMESC)
- Participated in schools’ professional learning communities
- Partnered with other specialists in developing professional training
- Promoted a climate that facilitated improving science education
- Promoted STEM programs in schools
- Provided data analysis
- Provided instructional facilitator trainings
- Provided Literacy Design Collaborative training and support
- Provided professional development in instructional strategies
- Provided recommendations to enhance STEM education
- Served on ADE Arkansas Science Standards committee (K-4)

PROGRAM: **Special Education**

STAFF: Laura Bunch, LEA Special Education Supervisor, M.Ed.
Kelli Parson, LEA Special Education Supervisor, M.Ed.

FUNDING YEAR: 2015-2016

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

FUNDING STATEMENT:

State grant and district supplements are the primary funding sources allocated to pay the salaries of the two (2) LEA Special Education Supervisors employed by DMEC serving six (6) cooperative member districts.

PROGRAM GOALS:

The special education supervisor's goal is to provide and facilitate consultative assistance in special education in the areas of: program standards, eligibility criteria, referral and placement procedures, evaluation and related services.

PROGRAM SUMMARY:

The DMEC employs two special education supervisors who provide services to six school districts in all areas related to special education. These consultative services include: technical assistance, due process records, instructional assistance, paraprofessional training, evaluation scheduling and information, in-service programs and training, budget preparation (including preparing bus purchase requests and stimulus packages, and grant proposals for individual districts' board approval), State and Federal reporting, development of advisory assistance to regular education teachers and modification suggestions for regular education classes for disabled and non-disabled students. Additionally, the LEA Special Education Supervisors locate and make arrangements for qualified related service personnel to provide occupational, physical, and speech therapies as well as making arrangements for school based mental health services. LEA Special Education Supervisors continue to be active participants on the districts' behalf regarding preschool transition conferences for students moving into kindergarten from a special education program at the preschool level.

2015-2016	Districts Served	Teachers/ SLP Served	Students Served
Laura Bunch	Mena, Mount Ida, Ouachita River	23	273
Kelli Parson	Dierks, Foreman, Cossatot River	18	249

ADE SERVICES, COOPERATION AND COLLABORATION

Special education reports for each individual district are submitted via APSCN or E-School at each appropriate data cycle. The ADE-Special Education Unit provides access to national downlinks providing in-service and training to administrators and special education teachers through satellite and Webinar technology. Child Find information, in collaboration with the Arkansas Special Education Resource Center, is disseminated to local agencies, districts, and private schools. A Child Find Committee has been established as a DMEC entity. Child Find Web access has been established to reduce travel and personnel time spent away from duties and continues to meet the requirements of Child Find update activities to pursue locating unidentified and under identified students. In accordance with state improvement performance goals, special emphasis has been highlighted in the area of Autism. Evaluation, programming, and in-service to both regular and special education administrators and staff was provided at no cost to each district. Additionally, summer professional development workshops have been set up and provided at both free and/or minimal costs to districts.

ADDITIONAL SERVICES:

AASEA Officer
CEC Board Member
CASE Board Member
(software) School Based Mental Health
Special Education Law Updates
Cooperative Purchasing of Software
& Equipment

INSERVICE TRAININGS OFFERED:

Alternate Portfolio Training
MRC (My Reading Coach)
SEAS (Special Education Automation
Paraprofessional Training (six topics)
RTI (Response To Intervention)
Reading Plus Software
ADE New Forms Training

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Behavior/Special Education (Federal)

FUNDING AMOUNT: \$110,000

COMPETITIVE GRANT: Yes No X

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:**

PERSONNEL: Allison L. Mears, Behavior Support Specialist

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

GOALS:

- To provide technical assistance and support to local school district administrators and school personnel in the development and implementation of evidence-based behavior supports for students receiving special education services.
- To provide technical assistance and support to local school personnel in the identification and educational programming for students (emphasis in Autism).
- To provide assistance in conduction and development of Functional Behavioral Assessments and Behavior Intervention Plans.
- To provide professional development to local school district administrators and personnel for student specific needs, as well as large group trainings, that increase local capacity in evidence-based behavior supports.

PROGRAM SUMMARY:

The Behavior Support Specialist (BSS) position provides technical assistance in the area of behavior to all school districts within the DeQueen-Mena Education Service Cooperative. The BSS receives requests for technical assistance through the CIRCUIT online referral system. Once a request for services is received, the BSS works in conjunction with the Special Education Supervisor for the referring school district to identify and provide needed support for students with disabilities.

Services include:

- On-site consultation, student observation, record review, and written recommendations with follow up and training as needed
- Assistance with Functional Behavior Assessment (FBA) and Behavior Support Plan (BSP) development
- Assistance with Autism identification and programming
- Professional development opportunities on evidence-based interventions

The BSS also attends monthly meeting with the other cooperative BSS and the liaison from the Department of Special Education. Information presented at this meeting is shared with the Special Education Supervisors at their monthly meetings at DeQueen-Mena Education Service Cooperative.

MAJOR HIGHLIGHTS OF THE YEAR:

- Provided behavior support services to 12 school districts with over 200 hours of consultation provided onsite.
- Provided onsite consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessment, behavior intervention planning for 27 (Categories of disabilities served include: Autism, Emotionally Disturbed, Mental Retardation/Intellectual Deficit, Speech Impairment, Specific Learning Disability, Other Health Impaired, and Unknown) with 32 cases closed with successful results and 11 currently open cases.
- Provided over 120 professional development hours on Autism, ADHD, Behavior Tools, and Professional Crisis Management (PCM) for 12 school districts, ABC Prek Program, and the Foster Grandparent Program. Upcoming professional development is scheduled for Emotional Disturbance, Data Collection, and Behavior Intervention Plan Development.
- Attended Area V Meetings with District LEA Special Education Supervisors, attended monthly meetings with Behavior Support Specialists and liaison from Department of Special Education.
- Received over 151 hours of professional development hours. Highlights: “ARMEA – Arkansas Mental Health in Education Association”, “LRP – National Institute of Legal Issues in Educating Individuals with Disabilities”, and the ADOS – 2 – Autism Diagnostic Observation Schedule – 2 revision, Advanced Training.
- Implemented a new statewide behavior referral system with specific forms and procedures for administrators to use to request behavioral assistance and help streamline the process across the state of Arkansas.
- Worked with Southwest Education Service Cooperative (SWESC) to provide training for their districts, as well as provided services for multiple students in the Southwest Education Service Cooperative, as well as Dawson Education Service Cooperative (DESC).
- Hosted a Professional Crisis Management (PCM) Instructor training for 11 of our districts. This course was available to other cooperatives/districts outside of our area. This allowed each district in our cooperative to have their own trainer on their campus for PCM trainings.
- Helped with Special Olympics (bowling, basketball, and track and field competitions), as well as organized two new teams from our cooperative area. Participated in the “Polar Plunge” to raise money for our local area Special Olympics teams.

PROGRAM: Special Nutrition Program

FUNDING AMOUNT: \$613,210.00

FUNDING SOURCE: Child and Adult Care Food Program

COMPETITIVE GRANT: Yes ____ No X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:** ____

PARTICIPATING DISTRICTS: Ashdown, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Kim Kennemore, Program Director

PROGRAM GOALS:

- Provide nutritious meals at no cost to the family of the participating children
- Provide all children in attendance at ABC Preschool sites the same meals with no physical segregation or other discrimination because of race, sex, age, disability, color, or national origin.
- Provide breakfast, lunch, and afternoon supplemental meals that meet all requirements of meal patterns for young children in child care programs.

PROGRAM SUMMARY:

Nutritious meals and snack are supplied to approximately 850 children in eleven school districts at 16 physical sites across the cooperative service area. Food service contracts are signed between school districts and the cooperative stipulating costs, delivery times, and billing procedures. The Project Director maintains records, documents periodic visits, monitors compliance, and submits monthly reimbursement claims to the Special Nutrition Program. Cooperation between the SNP Director, Preschool Directors and school district's Food Service Directors is necessary to prepare and submit the grant each year. Eligibility of families for 2015-2016 totaled: free 73%, reduced 14% and paid 13%.

PROGRAM: **Supplies**

RESTRICTED FUNDING: X **NON-RESTRICTED:**

PARTICIPATING DISTRICTS: Ashdown, Caddo Hills, Cossatot River, DeQueen, Dierks, Foreman, Horatio, Mena, Mineral Springs, Mount Ida, Nashville, Ouachita River

PERSONNEL: Terri Williams, Media Clerk
Tara Cartwright, Secretary

PROGRAM GOALS:

DeQueen-Mena Education Service Cooperative operates a successful supplies and materials service for school districts. These items are purchased from the Arch Ford Service Center where they solicit bids for the best prices, purchase in bulk, and pass the savings to other cooperatives. This allows the co-op to pass the savings to local school districts with the co-op attempting to break even on cost.

Supplies are delivered to schools via the media delivery service. Teachers and administrators continue to ask for this service and continue to be supportive. This is a major convenience that we offer to teachers. School personnel may order online and have supplies delivered on their weekly media delivery day.

PROGRAM: Technology Center Coordinator

FUNDING AMOUNT: \$75,000.00

FUNDING SOURCE: Arkansas Department of Education, Learning Services Division, Technology Department

COMPETITIVE GRANT: Yes - X No -

RESTRICTED FUNDING: X **NONRESTRICTED FUNDING:** _____

PARTICIPATING DISTRICTS: Mount Ida, Caddo Hills, Ouachita River, Mena, Cossatot River, DeQueen, Horatio, Nashville, Dierks, Mineral Springs, Ashdown, Foreman

PERSONNEL: Lisa Anderson, M.S.
Renee Weed, Secretary

PROGRAM GOALS:

- To meet the needs of the participating districts regarding technology requirements for student achievement and staff development
- To work with and assist the district technology coordinators in maintaining a network infrastructure that will accommodate network and bandwidth needs
- To assist member districts with ACT Aspire online testing

PROGRAM SUMMARY:

Recommendations and assistance were provided to districts regarding their network and infrastructure needs. Cooperative personnel attended technology meetings with the ADE in order to keep districts updated with current information on Aspire testing, resources, and other pertinent information.

Technology support was provided during Destination Science Challenge, Battle of the Books, and Reading Fair as well as to cooperative staff on their technology needs throughout the year. DMEC ensured that cooperative facilities such as computer labs, Smart Boards, Zoom technology, etc. were available to district teachers and staff. Classroom teachers were assisted with the implementation of integrated technology in the classroom and through workshops in the summer.

SPECIAL PROJECTS AND PROGRAMS

Program Name: **Cognitively Guided Instruction (CGI)**

Competitive Grant: Yes - X No -

Goals and Description: Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This acquired knowledge is used to drive instruction. Years 2 & 3 of training builds upon the previous year's training—resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement curriculum and resource materials into daily classroom instruction.

Program Name: **Literacy Design Collaborative/Mathematics Design Collaborative (LDC/MDC)**

Competitive Grant: Yes - No – X

Goals and Description: The LDC/MDC is an ongoing professional development process which consists of tasks aligned to the standards that target those skills needed in reading, writing, and mathematics. Formative assessment is used as a tool for monitoring what students are learning and identifying misunderstanding or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students that are evaluated with a scoring rubric that helps educators across our state and nation calibrate high expectations. The LDC/MDC work is implemented in all content areas as well as career education classes.

Program Name: **Technology Infused Education (TIE) Project**

Competitive Grant: Yes - X No -

Goals and Description: The purpose of the TIE project is to increase technology integration across the state of Arkansas. This program was originally funded when Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address state standards while enhancing instruction through integrated technology practices. The cooperative and ADE have partnered to continue this funding. All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently approximately 100 TIE Cadre members impacting over 70 districts across the state. The focus of cadre training is to support technology integration in curriculum. Training includes a focus on Common Core Standards, unit planning and tools that serve as resources for teachers. Cadre members share this knowledge in trainings offered at the co-ops. They have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators.

Program Name: **Teacher Evaluation Support System (TESS)**

Competitive Grant: Yes - _____ No - X

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, a software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperative also provided the three hour training on Law and Process which deals with TESS.

The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and the Cooperatives provided BloomBoard University which was a regional training. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning as well as support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: **Arkansas Leader Excellence and Development System (LEADS)**

Competitive Grant Yes - _____ No - X

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being developed). Trainings for the LEADS program throughout the 2015-16 school year include work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of BloomBoard for evaluation and artifacts, and other information on an as needed basis.

Program Name: **EitherScope Project**

Competitive Grant Yes - _____ No - X

Goals and Description: In an effort to assist schools in preparation for ongoing online testing in 2015-16, DMEC used an EitherScope to evaluate schools in the cooperative to see if their networks are adequate for online testing as well as general network health and security. When a school requests a check, EitherScope reports are provided to the school and to the technology coordinator of their findings.

Program Name: **ACT Aspire**

Competitive Grant **Yes - _____** **No - X**

Goals and Description: DeQueen-Mena Cooperative technology coordinator and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

DeQueen-Mena Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialist provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Professional Development Activities Report

DATE	WORKSHOP NAME	DISTRICTS ATTENDED	TEACHERS ATTENDED	LOCATION
June 1-4, 2015	PCM – Professional Crisis Management	2	11	DeQueen
June 4, 2015	Google Classroom 101	3	15	Mount Ida
June 4, 2015	Chromebook and Google Add-ons, Shiny New Set of Tools	4	16	Mount Ida
June 8, 2015	Economics and Really Good Books	5	8	Gillham
June 8-10, 2015	Creative Activities	2	14	Gillham
June 8, 2015	Raw Art: Reading and Writing with ART	8	18	Gillham
June 8-9, 2015	Problem Situations: Multiplication and Division and the Nature of “Equals”	6	16	Gillham
June 9, 2015	Chapter and Verse	7	11	Gillham
June 9, 2015	Can I Get Some Engagement Here?!	6	10	Gillham
June 9, 2015	Google Classroom 101	6	11	Gillham
June 9-10, 2015	K-1 Implementing a Comprehensive Literacy Framework – Module One: Overview of a Comprehensive Literacy Framework and Literacy Assessments System (Replaces ELLA)	8	31	Gillham
June 9, 2015	Administrator’s Institute – Conducting Confrontational Conversation/Teen Suicide Awareness & Prevention	13	73	DeGray
June 10, 2015	Cruising Through the Standards	8	18	Gillham
June 10,11, 2015	Strategies, Algorithms, and Recording Systems Multi-digit Multiplication and Division	5	10	Gillham
June 10, 2015	Administrator’s Institute – Tier I Fiscal Training	19	117	DeGray
June 10, 2015	Administrator’s Institute – Commissioner Key Session Updates	14	82	DeGray
June 11, 2015	Picture Book Science	10	26	Gillham
June 11, 2015	Common Core State Standards	2	16	Gillham
June 11, 2015	Your Classroom Website Woobly? Then Try Weebly?	4	8	Gillham
June 11, 2015	Goggle-riffic – Collaborate for the Common Core	5	11	Gillham
June 11, 2015	CTE – Back to School	11	18	Gillham

June 11, 2015	Grammar Bootcamp – Syntactic Forms and Functions for SLPs	5	9	Gillham
June 11, 2015	Administrator’s Institute – TESS Law/ADE Updates	14	74	DeGray
June 15, 2015	Early Childhood Screening/Special Education	5	29	Gillham
June 15-18, 2015	PCM – Professional Crisis Management	5	9	Foreman
June 15, 2015	Accelerate Your Classroom With Free Technology (basic/intermediate)	8	17	Gillham
June 15, 2015	Arkansas Geography Grades 7-12	7	13	Gillham
June 15, 2015	The Arkansas History Hub and Arkansas Studies Websites Grades 6-12	8	15	Gillham
June 15, 2015	Building Deeper Readers and Writers	15	41	Gillham
June 15, 2015	ESL Workshop	5	16	DeQueen
June 16, 2015	Early Childhood Screening/Special Education	2	27	Gillham
June 16, 2015	Text-Dependent Questions Grades 3-5	9	20	Gillham
June 16-17, 2015	Non-Geometric Measurement	8	13	Gillham
June 16, 2015	BloomBoard (Observations) for Teachers	7	22	Gillham
June 17, 2015	Oppositional Defiant Disorder in Preschool	2	31	Gillham
June 17, 2015	Management Matters – Classroom Management Training	14	68	Gillham
June 17, 2015	Transition Toolkit Training	7	8	Gillham
June 18, 2015	China: Between Tradition and the Modern World	3	5	Gillham
June 18, 2015	Pinterest/Fill a Bucket	5	21	Gillham
June 18, 2015	First Aid Certification	1	27	Gillham
June 18, 2015	Suicide Prevention for Certified Staff	1	29	Gillham
June 18, 2015	Differentiation Strategies That Work	10	22	Gillham
June 18, 2015	Fiscal Year End and Page 36 & 37 Cycle 8	5	6	DeQueen
June 22, 2015	Differentiation Strategies That Work	10	22	Gillham
June 22-23, 2015	Grades 6-8 Implementing A Comprehensive Literacy Framework – Overwork of a Comprehensive Literacy Framework and Literacy Assessment System	5	6	Gillham
June 22, 2015	Recertification Professional Crisis Management	2	6	Ashdown

June 22, 2015	So Many Books, So Little Time!	11	50	Gillham
June 22, 2015	Paraprofessional Training – Foundations Module	8	41	DeQueen
June 22, 2015	Paraprofessional Training – Early Childhood Module	3	30	DeQueen
June 22, 2015	Student Driven Transition Planning (SDTP)	8	11	Gillham
June 22, 2015	Preparing Middle School Students As They Consider Going to College	8	12	Gillham
June 22, 2015	Chromebooks and the Google Infused Classroom (Basic)	2	10	Horatio
June 23-24, 2015	Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning	9	14	Gillham
June 23, 2015	Can I Get Some Engagement Here?!	6	9	Gillham
June 23, 2015	Google Classroom 101	9	12	Gillham
June 23, 2015	Text-Dependent Questions K-2	8	22	Gillham
June 23, 2015	Diving Into the Reading for Information Standards from CCSS – Understanding the Modeling and Teaching of the Reading for Information Standards from CCSS in Developing Rigorous Instruction That Prepares Students for PARCC Assessments	10	45	Gillham
June 23, 2015	Paraprofessional Training – Behavior Module	5	39	DeQueen
June 23, 2015	Paraprofessional Training – Literacy Module	6	36	DeQueen
June 24-25, 2015	K-1 Implementing a Comprehensive Literacy Framework – Module Two: Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction (Replaces ELLA)	10	21	Gillham
June 24-25, 2015	Data and Statistics for Middle School Teachers: Building the Foundation	7	9	Gillham
June 24, 2015	Paraprofessional Training – Special Health Care Needs	8	42	DeQueen
June 25, 2015	Your Classroom Website Wobbly? Then Try Weebly?	8	19	Gillham
June 25, 2015	Google-riffic – Collaborate for the Common Core	8	16	Gillham
June 25, 2015	Argumentative Writing 6-8	6	9	Gillham
June 25, 2015	Paraprofessional Training – Secondary Module	5	7	DeQueen
June 25, 2015	Paraprofessional Training – Cultural Awareness Module	4	6	DeQueen

June 29, 2015	Including Children with Disabilities in Early Childhood Programs	3	15	Gillham
June 29-30, 2015	10 Steps to Positive Behavior	1	6	Gillham
June 29, 2015	Exploring Differences Within Families	1	2	Gillham
June 29, 2015	Calibration and Coaching Training for Administrators	6	14	Gillham
June 29, 2015	Español for Everyone	5	20	Gillham
June 29, 2015	Tier I Training	3	4	Gillham
June 30, 2015	Teaching the Gifted in the Secondary Classroom	9	11	Gillham
June 30, 2015	Hands on Science Lessons and Activities for Preschool	3	16	Gillham
June 30, 2015	Text Dependent Questions for Grades 6-12	6	10	Gillham
June 30, 2015	Managing File Madness – Livebinders	8	13	Gillham
June 30, 2015	Digital Safety & CIPA	9	12	Gillham
June 30, 2015	Preventing Power Struggles	1	4	Gillham
July 1, 2015	Setting Limits Without Guilt	1	5	Gillham
July 1, 2015	Bully Prevention	1	5	Gillham
July 1, 2015	CTE – Back to School	7	7	Gillham
July 1, 2015	Managing File Madness – Livebinders	9	13	Gillham
July 1, 2015	Digital Safety & CIPA	6	8	Gillham
July 1, 2015	EXCEL Basics	9	17	Gillham
July 1, 2015	EXCEL Applications	9	16	Gillham
July 7, 2015	Google Add-Ons, Shiny New Set of Tools!	6	14	Gillham
July 7, 2015	Awakening a Google Revolution (Advanced)	5	10	Gillham
July 7, 2015	Recertification Professional Crisis Management	3	9	Nashville
July 7, 2015	Vision Certification Training for School Nurses	4	5	Gillham
July 7, 2015	Hearing Certification Training for School Nurses	4	5	Gillham
July 7, 2015	Effective Strategies for Secondary Math Teachers Serving ELL Populations	3	4	Gillham

July 8-9, 2015	Grades 2-3 & 4-5 Implementing a Comprehensive Literacy Framework – Module One: Overview of a Comprehensive Literacy Framework and Literacy Assessment System (Replaces Effective Literacy)	8	19	Gillham
July 8, 2015	Visual Art, Music, Theatre, and Dance: Unpacking the 2015 Fine Arts Framework	13	35	Gillham
July 9, 2015	Google Add-Ons, Shiny New Set of Tools!	7	9	Gillham
July 9, 2015	Awakening a Google Revolution (Advanced)	7	9	Gillham
July 9, 2015	Disciplinary Literacy in Science Grades 4-8	6	9	Gillham
July 9, 27, 2015	Behavior Tools – Basic Practitioner	6	13	Gillham
July 9, 2015	Kindergarten Common Core Math	7	13	Gillham
July 13, 2015	GT Program Planning and Polishing	9	9	Gillham
July 13, 2015	So Many Picture Books, So Little Time	9	24	Gillham
July 13, 2015	Scoliosis Certification Training for School Nurses	4	4	Gillham
July 13, 2015	Obesity Prevention and Body Mass Index (BMI) Training for School Nurses	1	1	Gillham
July 13-14, 2015	Culture for Learning	9	23	Gillham
July 14, 2015	Technology A-Z	7	12	Gillham
July 14, 2015	Chromebooks and the Google Infused Classroom (Basic)	4	6	Gillham
July 14-16, 2015	Literacy Design Collaborative 6-12	5	22	Gillham
July 14, 2015	Songwriting for the NOT very musical: Leading your students in writing new lyrics to familiar melodies to teach specific curricular content	6	10	Gillham
July 14-15, 2015	Area, Surface Area, And Volume Measurement	6	8	Gillham
July 14, 2015	APSCN – Budget Workshop	3	3	Mena
July 15, 2015	Budget Preparation, Exceptions, and Cycle 9	3	4	DeQueen
July 15, 2015	Creating Suicide Safety in Schools	4	8	Gillham
July 16, 2015	Technology A-Z	6	7	Gillham
July 16, 2015	Chromebooks and the Google Infused Classroom (Basic)	4	8	Gillham
July 16, 2015	Daily 5 Literacy/Math	8	30	Gillham

July 16, 2015	Common Core Math for Grades 1-2	6	33	Gillham
July 16, 2015	School Based Response to Suicide and Traumatic Death: A Lifelines Workshop for School Crisis Teams	4	6	Gillham
July 20-22, 2015	419 Endorsement Training	9	21	Gillham
July 20, 2015	Common Core Math for Grades 3-4	8	23	Gillham
July 20, 2015	CCCS/TESS for Elementary Library Media Specialist	9	9	Gillham
July 20, 2015	First Aid/CPR	1	2	Gillham
July 21, 2015	Turn It in Where?	5	8	Gillham
July 21, 2015	Google Drive – Practical Classroom Application	5	7	Gillham
July 21, 2015	DIBELS/DIBELS Next: Data-Driven Decision Making	10	22	Gillham
July 21-22, 2015	Functions for Grades 6-12	10	25	Gillham
July 21, 2015	eSchool Scheduling Workday	4	4	Gillham
July 22-23, 2015	Grades 2-3 Implementing a Comprehensive Literacy Framework – Module Two: Word Study: Phonics, Spelling and Vocabulary Instruction (Replaces Effective Literacy)	7	11	Gillham
July 23, 2015	Turn It In Where?	5	7	Gillham
July 23, 2015	Google Drive – Practical Classroom Applications	7	9	Gillham
July 23, 2015	Argumentative Writing 9-12	5	8	Gillham
July 23, 2015	CCCS/TESS for Secondary Library Media Specialist	5	6	Gillham
July 27, 2015	Preschool Growth Plans	1	45	Gillham
July 27, 2015	Charlie May Simon and Arkansas Diamond Award 2014-2015	4	8	Gillham
July 27, 2015	Arkansas Teen Book Award 2015	3	4	Gillham
July 27, 2015	MDC Workday	3	9	Mena
July 28-30, 2015	Transitioning to New Science Standards: Targeted Support for Elementary Teachers	7	7	Gillham
July 28, 2015	Paperless Teaching	5	12	Gillham
July 28, 2015	Picking of the Brain	6	12	Gillham

July 28, 2015	Informative/Explanatory Writing Grades 4-5	8	16	Gillham
July 28, 2015	CPR Certification	1	8	Gillham
July 28, 2015	CPR Certification	1	5	Gillham
July 28, 2015	OUNCE	1	7	Gillham
July 29, 2015	Special Education Update	11	54	Gillham
July 29, 2015	Text Dependent Questions for Grades 6-12	7	13	Gillham
July 29, 2015	Short & Sustained Research K-5	11	22	Gillham
July 29, 2015	Technology Workshop	2	2	Gillham
July 30, 2015	Paperless Teaching	9	13	Gillham
July 30, 2015	Picking of the Brain	6	11	Gillham
July 30, 2015 August 3, 2015	Grades 4-5 Implementing a Comprehensive Literacy Framework – Module Two: Word Study: Phonics, Spelling and Vocabulary Instruction (Replaces Effective Literacy)	6	8	Gillham
July 30, 2015	K-12 Social Studies Frameworks	13	50	Gillham
August 3, 2015	StudentGPS & ASIS for System Administrators & Trainers	4	8	Gillham
August 3, 2015	Student GPS & ASIS for School Leaders	5	9	Gillham
August 3-5, 2015	PCM- Professional Crisis Management	1	12	Gillham
August 3, 2015	2015 Annual School Nurse Update	7	11	Gillham
August 3-4, 2015	Child Care Orientation Training	1	12	Gillham
August 4, 2015	Differentiation Strategies That Work	9	17	Gillham
August 4, 2015	ECSE Assessment & Programming	2	15	Gillham
August 4, 2015	AHA CPR for Healthcare Providers	3	3	Gillham
August 4, 2015	Google	2	2	Gillham
August 5-6, 2015	Transitioning to New Arkansas Science Standards: Putting Practices in Place	8	15	Gillham
August 5, 2015	Behavior Basics	2	8	Gillham
August 5, 2015	Cooking with Preschool	1	20	Gillham
August 5, 2015	Google Add-Ons, Shiny New Set of Tools!	2	7	Horatio
August 6, 2015	Autism: Until the Pieces Fit	3	26	Gillham

August 6, 2015	Novice Teacher Mentoring Program	11	18	Gillham
August 10, 2015	First Aid Certification	1	6	Gillham
August 10, 2015	Nutrition/504/Child Find	1	54	Gillham
August 10, 2015	Chromebooks and the Google Infused Classroom (Basic)	2	17	Dierks
August 10, 2015	Chromebooks and the Google Infused Classroom (Basic)	2	12	Dierks
August 10, 2015	Nutrition/504/Child Find	2	46	Gillham
August 10, 2015	ECERS Refresher	2	41	Gillham
August 10, 2015	ECERS Refresher	1	33	Gillham
August 11, 2015	TIME With GAFE – Technology Integration Made Easy with Google Apps for Education	4	5	Gillham
August 11, 2015	ECERS for New Teachers	4	14	Gillham
August 11, 2015	ACSIP Statewide Field Test Training	9	16	Gillham
August 11, 2015	First Aid/Teen Suicide	1	6	Gillham
August 12, 2015	CPR Certification	1	8	Gillham
August 12, 2015	CPR Certification	1	5	Gillham
August 12-13, 2015	PreK Framework Handbook	2	23	Gillham
August 12, 2015	Preschool Music & Art	1	12	Gillham
August 13, 2015	Curriculum Connections	1	43	Gillham
August 13, 2015	Chromebooks and the Google Infused Classroom (Basic)	3	15	Dierks
August 13, 2015	Chromebooks and the Google Infused Classroom (Basic)	2	13	Dierks
August 13, 2015	Law & Process	10	33	Gillham
August 14, 2015	Virtual Arkansas Facilitator Training	9	27	Gillham
August 18, 2015	Dyslexia Screeners	9	9	Gillham
August 19, 2015	APSCN – FMS	9	11	Gillham
August 19, 2015	eSchool Workday	2	3	Gillham
August 20, 2015	APSCN FMS Fixed Assets Training & Work Day	4	4	Gillham
August 20, 2015	DMEC Superintendent's Meeting	13	16	Gillham
August 26, 2015	Mentoring Orientation	2	7	Gillham

August 27, 2015	Tier I Training	1	1	Gillham
August 28, 2015	eSchool Registration & Scheduling Refresher	6	12	Gillham
September 1, 2015	AGQBA Coaches Meeting	8	16	Gillham
September 4, 2015	Google	2	21	Mineral Springs
September 4, 2015	MDC Workday	2	5	Mena
September 10, 2015	Data Collection for Special Education Teachers - Behavior	7	17	Gillham
September 11, 2015	Destination Science Planning Meeting	7	8	Gillham
September 11, 2015	TESS Training	2	17	Gillham
September 14, 2015	Battle of the Books/Reading Fair Committee Planning Meeting	12	30	Gillham
September 17, 2015	eSchool SMS Required Fields Training	11	21	Gillham
September 17, 2015	DMEC Superintendents Meeting	13	14	Gillham
September 17, 2015	Google and the Classroom	2	5	Mineral Springs
September 21, 2015	Dyslexia Next Steps	10	11	Gillham
September 24, 2015	Attendance Training Refresher	5	10	Gillham
September 24, 2015	LEADS Training for Administrators	5	8	Gillham
September 28, 2015	Aspire Accommodations Training	15	56	Gillham
September 29, 2015	Google and the Classroom	2	11	Mena
September 29, 2015	Reading Workshop	2	27	Cossatot River
September 30, 2015	Destination Science Planning Meeting	12	30	Gillham
October 1, 2015	The Very Basics: School-Based Identification of Dyslexia in Arkansas Public Schools	8	10	Gillham
October 2, 2015	APSCN – Cycle 2 – SIS Workday	1	1	Gillham
October 5, 2015	District Technology Coordinators Meeting and Vendor Showcase	9	14	Gillham
October 5, 2015	New School Nurse Orientation	1	2	Gillham
October 6, 2015	MDC Follow-Up Day 4	4	12	Gillham
October 7, 2015	Hearing and Vision Certificate Training for School Nurses	1	2	Gillham

October 7, 2015	Recertification Professional Crisis Management	2	7	Caddo Hills
October 7, 2015	Classroom Technology Intervention	2	9	Mena
October 8, 2015	Making Educators Partners in Teen Suicide Prevention (MEP)	2	3	Gillham
October 9, 2015	Google Drive	2	4	Mineral Springs
October 9, 2015	Picture Perfect Science	2	13	Mineral Springs
October 12, 2015	Early Childhood Special Ed - Rethink	1	16	Gillham
October 12, 2015	Report Card Training Refresher	1	1	Gillham
October 13, 2015	DMEC Teacher Center Committee Meeting	9	13	Gillham
October 15, 2015	Physical Activities, A-3, and Nutrition	1	18	Gillham
October 19, 2015	Principal's Meeting	9	19	Gillham
October 20, 27, 2015 November 3-4, 2015	PCM – Professional Crisis Management	2	11	Horatio
October 21, 2015	Recertification Professional Crisis Management	3	9	Horatio
October 21, 2015	Google and the Classroom	2	20	Mena
October 22, 2015	School Wellness Committee 101	8	9	Gillham
October 22, 2015	DMEC Superintendent's Meeting	9	12	Gillham
October 23, 2015	Improved State Network	10	12	Gillham
October 26, 2015	Live Binders – Get It Together	2	21	Mena
October 30, 2015	APSCN – Medical for Nurses	5	7	Gillham
November 2, 2015	Introduction to 3-D Learning	2	5	Acorn
November 3, 2015	Literacy Meeting	2	25	Cossatot River
November 5, 2015	Fall Counselor Meeting	8	23	Gillham
November 9, 2015	eSchool Discipline Training	5	13	Gillham
November 9, 12, 16, 19, 30, 2015 December 3, 7, 9, 11, 14, 2015	MMCI	1	18	Gillham
November 10, 2015	E-Rate Update	12	17	Gillham

November 12, 2015	Professional Crisis Management - Recertification	2	8	Mena
November 16, 2015	AHA CPR/First Aid/AED Heartsaver	1	1	Gillham
November 17, 2015	Aspire Technology Training	13	51	Gillham
November 19, 2015	GT Coordinators Meeting	10	10	Gillham
November 19, 2015	Professional Crisis Management - Recertification	3	9	Mena
November 20, 2015	DMEC Superintendent's Meeting	10	14	Gillham
December 1, 2015	MDC Follow-Up Day 5	4	10	Gillham
December 2, 2015	District Dyslexia Coordinator's Meeting	6	6	Gillham
December 3, 2015	Bus Drivers Meeting	1	1	Gillham
December 7, 2015	School Wellness Committee	6	9	Gillham
December 7, 2015	eSchool Report Card Refresher	2	4	Gillham
December 8, 2015	eSchool Transcript Training Refresher	5	6	Gillham
December 10, 2015	PAS for Directors	1	17	Gillham
December 15, 2015	RtI	14	60	Gillham
December 15, 2015	APSCN W2, 1099 & Calendar Year End Procedures	3	3	Mena
December 17, 2015	ACA Printing 1094 & 1095 C Forms Zoom	9	11	Gillham
December 17, 2015	DMEC Superintendents Meeting	13	16	Gillham
January 6, 2016	District Dyslexia Coordinators Meeting	8	8	Gillham
January 8, 2016	eSchool Workday	1	1	Gillham
January 11-14, 2016	Professional Crisis Management Instructor Training	16	20	Gillham
January 20, 2016	Recertification Professional Crisis Management	1	11	Gillham
January 20, 2016	DMEC Teacher Center Committee Meeting	11	18	Gillham
January 21, 2016	DMEC Superintendent's Meeting	12	15	Gillham
January 25, 2016	EC Special Ed Training	1	16	Gillham
January 26, 2016	eSchool – Next Year Database Setup	8	14	Gillham

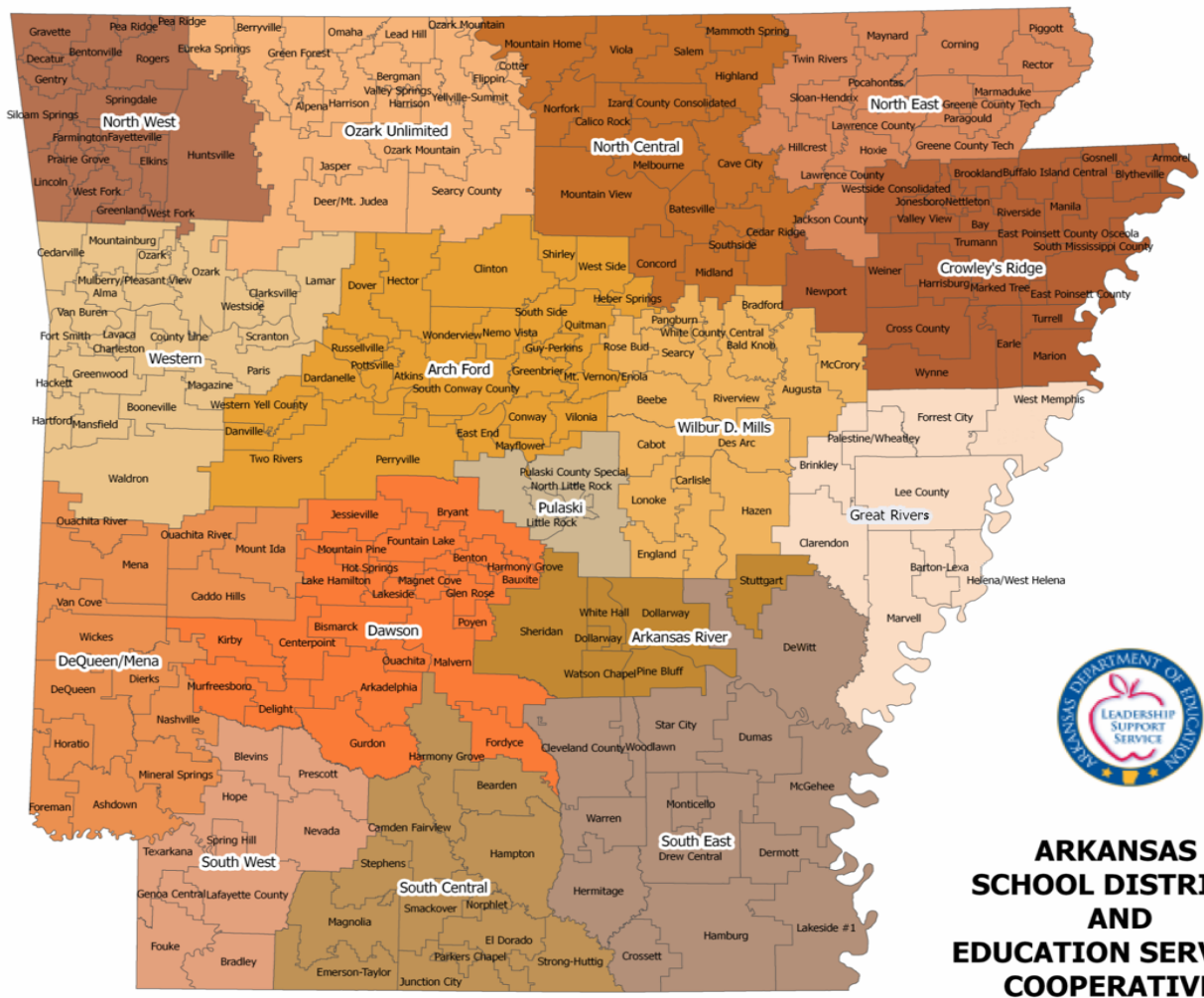
February 2, 2016	ACSIP Statewide Field Test Workday	6	8	Gillham
February 3-4, 22, 2016	Response to Intervention Workshop	14	78	Gillham
February 9, 2016	MDC Follow Up Day 6	3	8	Gillham
February 9, 2016	Spring Support Training for Principals – TESS	13	30	Gillham
February 9, 2016	Spring Support Training for Superintendents – LEADS	12	18	Gillham
February 10, 2016	Science Destination	8	11	Gillham
February 16, 2016	ABC Director’s Meeting	1	17	Gillham
February 18, 2016	DMEC Superintendents Meeting	9	12	Gillham
February 25, 2016	Standards Based IEP Training	4	33	Gillham
March 2-3, 2016	PowerSchool – Master Schedule Building Workshop	9	22	Gillham
March 17, 2016	DMEC Superintendent’s Meeting	8	11	Gillham
March 31, 2016	Cisco Cloud Web Security (CWS) Training	9	17	Gillham
March 31, 2016	Virtual Arkansas Update and Registration Training	3	4	Gillham



GREAT RIVERS EDUCATION SERVICE COOPERATIVE
2015-2016 ANNUAL REPORT

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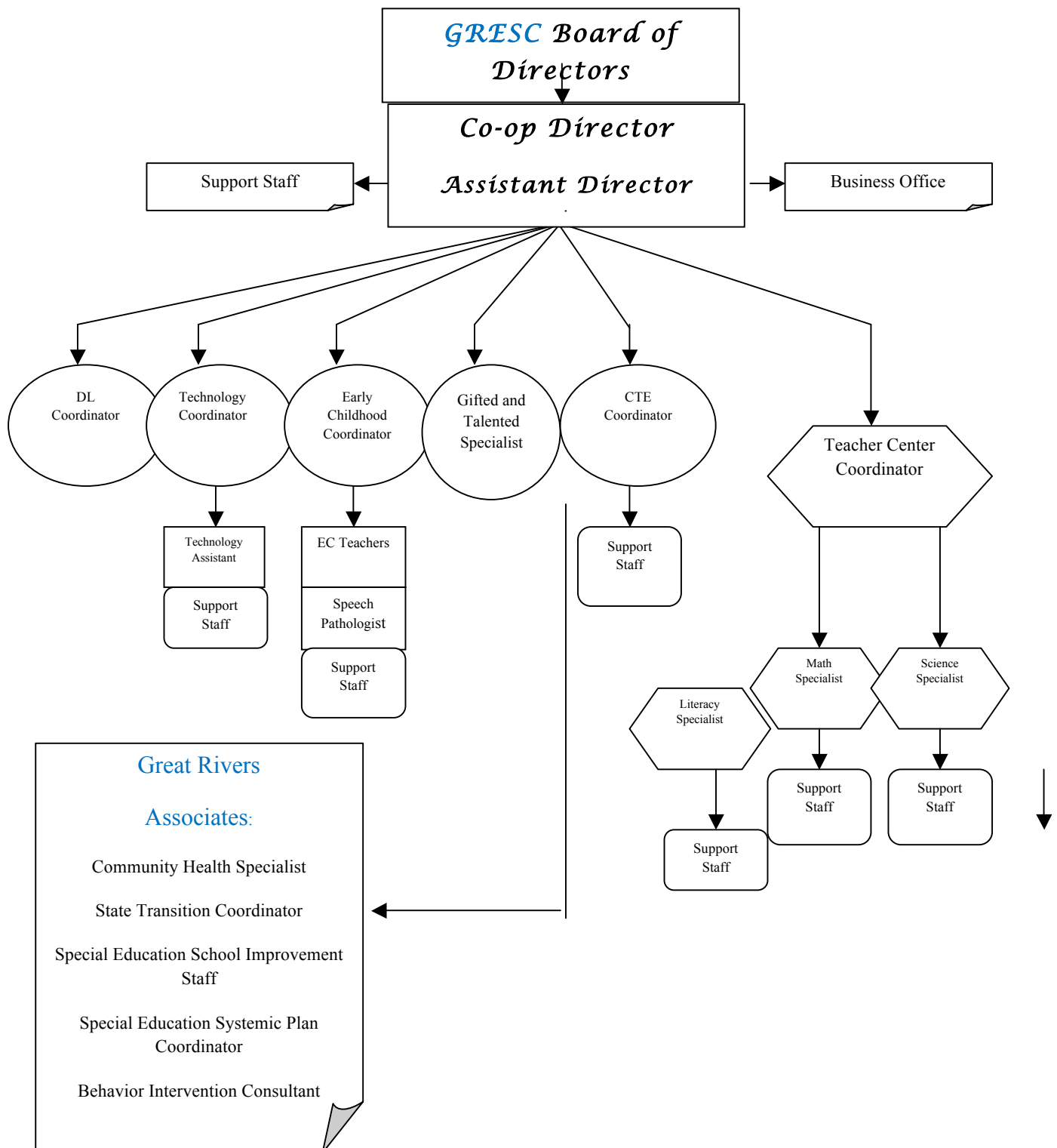
Table of Contents.....	2
State Map of Cooperatives	3
Great Rivers Education Service Cooperative Organizational Chart.....	4
Great Rivers Education Service Cooperative Board of Directors.....	5
Great Rivers Education Service Cooperative Teacher Center Committee	6
ESC Annual Report	
Administration.....	17
Administration Summary	
Cooperative Purchasing.....	19
Professional Development.....	20
Gifted and Talented.....	23
Teacher Center Program.....	25
Teacher Excellence Support System (TESS).....	27
Literacy Department.....	28-32
Math Department.....	33
Science Department	36
Literacy/Math/Science.....	38
Career and Technical Education.....	40
Early Childhood Special Education.....	43
Behavior Intervention Consultant-Early Childhood.....	45
Technology.....	46
Behavior Intervention Consultant.....	48
Facilities Manager.....	50
Digital Learning – Virtual Arkansas.....	53
Behavior Intervention Consultant.....	53
Response to Intervention (RTI) Specialist.....	54
PARCC.....	57
LEADS.....	58
AIMM.....	59
Arkansas Transition Services.....	61
State Personnel Development Grant.....	65
State Personnel Development Grant.....	69
Community Health Nurse.....	71
ACT Aspire.....	73
Professional Development Sessions.....	



The Great Rivers Education Cooperative serves the area shaded in light pink on the map above. GRESC services the following counties:

- Crittenden County: West Memphis
- Lee County: Lee County
- Phillips County: Barton-Lexa, Helena-West Helena, KIPP Delta, Marvell-Elaine
- Monroe County: Brinkley, Clarendon
- St. Francis County: Forrest City, Palestine-Wheatley

Great Rivers ESC Organizational Chart



Great Rivers Education Service Cooperative

School Districts served in Great Rivers Education Service Cooperative
Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County,
Marvell/Elaine, Palestine/Wheatley, West Memphis

Officers of the Board

Name	Position	School District
Lee Vent	President	Clarendon
Joyce Cottoms	Vice-President	Marvell-Elaine
David Tollett	Secretary	Barton
Suzann McCommon	Cooperative Director	GRESC

Members of the Board

Name	Position	School District
Arthur Tucker	Board Member	Brinkley
Tiffany Hardrick	Board Member	Forrest City
John Hoy	Board Member	Helena-West Helena
Willie Murdock	Board Member	Lee County
Jon Estes	Board Member	Palestine-Wheatley
Jon Collins	Board Member	West Memphis

Great Rivers Service Education Cooperative 2015-16

Teacher Center Committee

Committee Member	District	Position	Expires
Tania Hill	Barton/Lexa	Teacher	May 2019
Liz Gehring	Brinkley	Teacher	May 2018
Stacey Caldwell	Clarendon	Teacher	May 2018
Hazel Wallace	Forrest City	Principal	May 2019
Becky Alexander	Helena-West Helena	Principal	May 2017
Bernice Hill	Lee County	Instructional Coach	May 2019
Sylvia Moore	Marvell/Elaine	Principal	May 2019
Sherry Burrows	Palestine-Wheatley	Teacher	May 2017
Candice Zachary	West Memphis	Teacher	May 2019

Each participating school district in Great Rivers Education Service Cooperative area has one representative on the Teacher Center Committee. Each Committee member shall be elected for a term of three years.

Great Rivers Education Service Cooperative

Annual Report

2015-2016

ESC Annual Report

Great Rivers Education Service Cooperative

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: June 30, 2016

LEA# 54-20

ESC NAME: Great Rivers Education Service Cooperative

ADDRESS: P. O. Box 2837; West Helena, AR 72390

PHONE NUMBER: (870) 338-6461

DIRECTOR: Ms. Suzann McCommon

ASSISTANT DIRECTOR: Ms. Patricia Smith

TEACHER CENTER COORDINATOR: Ms. Jimmy Lou Brandon

NAMES OF COUNTIES SERVED: Crittenden, Lee, Phillips, Monroe and St. Francis

NUMBER OF DISTRICTS: 10

NUMBER OF STUDENTS: 14,701

NUMBER OF TEACHERS: 1,153

I. GOVERNANCE:

A. How is the co-op governed? Board of Directors X Executive Committee? NO

How many members on the Board? 10

How many times did the Board meet? 10

When is the regular meeting? 4th Thursday of each month

Date of current year's annual meeting: June 10-11, 2015

B. Does the co-op have a Teacher Center Committee? YES X NO ___

If yes, then:

How many are on the Teacher Center Committee? 10

How many members are teachers? 7

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? September, January and May

C. When was the most recent survey/needs assessment conducted?

November, 2015 and February, 2016

D. Have written policies been filed with the Arkansas Department of Education?

Yes X No _____

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

2015-2016 Employees					
	Last Name	First Name	Position	Funding Source	
	Armstrong	Carmen	Preschool Teacher	Pre-School Grant	
	Boaz	Bonnie	State Transition Coordinator	State Grant/Co-op	
	Brandon	Jimmy Lou	Teacher Center Coordinator/GT Spec.	State Grant/Co-op	
	Curtright	Nancy	Instructional Secretary	Shared Serv./Co-op	
	Davidson	Chad	Facilities Manager	Shared Services	
	Dulaney	John	Technology Assistant	Shared Services	
	Faust	Ann	Preschool Teacher	Pre-School Grant	
	Felton	Laura Beth	Pre-School Evaluator	Pre-School Grant	
	Fleming	Debbie	SPDG Literacy/Math Coordinator	SPDG Fed. Grant	
	Furniss	Lela	SPDG RTI Coordinator	SPDG Fed. Grant	
	Gant	Linda	Preschool Teacher	Pre-School Grant	
	Gonzales	Jennifer	Behavior Coordinator	Federal Grant	
	Griffin	Evelyn	Instructional Secretary	Shared Serv./Co-op	
	Grubbs	Tina	Early Childhood Coordinator	Pre-School Grant	
	Harper	Bonnie	Preschool Teacher	Pre-School Grant	
	Harper	Lorena	Administrative Assistant	SPDG Fed. Grant	
	Harris	Jo Alice	Accounts Payable	Co-op Funds	
	Harte	Jennifer	Transition Administrative Assistant	State Grant	
	Hatcher	Debbie	Preschool Teacher	Pre-School Grant	
	Hopper	Polly	Instructional Secretary	State Grant/ Co-op	
	Hornor	Nancy	Science Specialist	State Grant	
	Hoskins	Anita	Preschool Secretary	Pre-School Grant	
	Johnson	Dyana	Preschool Teacher	Pre-School Grant	
	Kessinger	Bill	Board Liaison	Co-op Funds	
	Knoff	Howie	SPDEG Coordinator	SPDEG Fed. Grant	
	Lewis	Cassie	Community Health Nurse	State Grant	
	Lewis	Lucinda	Preschool Teacher	Pre-School Grant	
	Little	Rex	Custodian	Co-op Funds	
	McCommon	Suzann	Director	Co-op Funds	
	McElyea	Greg	Behavior Intervention Consultant	State Grant	
	Miller	Dexter	Virtual Digital Learning	State Grant	
	Miller	Donna	Administrative Assistant	Co-op Funds	
	Pippenger	Pam	Speech Pathologist	Pre-School Grant	
	Rutland	Jeannie	Math Specialist	State Grant	
	Schieffler	Bobbe	Preschool Teacher	Pre-School Grant	

	Scullark	Marsha	SPDG Administrative Assistant	SPDG Fed. Grant		
	Sheard	Yalanda	Preschool Technology Clerk	Pre-School Grant		
	Sibley	Cindy	Literacy Specialist	State Grant		
	Smith	Patricia	Assistant Director	Co-op Funds		
	Smith	Vicki	Literacy Specialist	State Grant		
	Southard	James	Career & Technical Ed Coordinator	State Grant		
	Tharp	Michael	Speech Pathologist	Pre-School Grant		
	Vent	Tim	Technology Coordinator	State Grant/Co-op		
	Watson	Constance	Literacy Specialist	State Grant		
	Watson	Tomeka	Bookkeeper	Co-op Funds		
	Wayman	Charlotte	Preschool Teacher	Pre-School Grant		
	Whaley	Holly	Preschool Teacher	Pre-School Grant		
	Wilson	Melanie	Pre School Behavior Intervention Spec.	Pre-School Grant		
	Winters	Marsha	Preschool Teacher	Pre-School Grant		

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES [] NO [X]

If yes, then:

Approximate the number of titles in media center: 300

Does the co-op provide delivery to the districts? YES [] NO [X]

- On a as needed basis

How many districts participate in the media program? 0

How many titles (including duplicate counts) were provided to schools during this current year?
0

Do districts contribute dollars to the media services? YES [] NO [X]

Does the co-op operate a “make-and-take” center for teachers? YES [] NO [X]

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ [X] Cooperative purchasing
- ☒ [X] Conduct Annual Needs Assessment /Planning assistance
- ☒ [X] Gifted and talented assistance
- ☒ [X] Grant writing assistance
- ☒ [X] Personnel application
- ☒ [X] Assist/support with Evaluation procedures (OSR, ACSIP Monitoring, GT Program evaluation, etc.)
- ☒ [X] Bookkeeping assistance
- ☒ [X] Technology training
- ☒ [X] Curriculum support (Arkansas State Standards)
- ☒ [X] Business Management training
- ☒ [X] Computer technician
- ☒ [X] E-Rate applications
- ☒ [X] Assessment data analysis
- ☒ [X] Instructional facilitator training
- ☒ [X] Math/Science/Literacy specialists
- ☒ [X] Professional Development opportunities for teachers
- ☒ [X] Administrators and Local Board Members Training
- ☒ [X] Community Involvement

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ [X] Technology Showcase
- ☒ [X] Digital instruction
- ☒ [X] Quiz Bowl
- ☒ [X] Blended Instruction
- ☒ [X] Low incidence handicapped (vision/hearing)
- ☒ [X] Pre-School Handicapped Services

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

- **Parent/Community Support:**

The Great Rivers Education Service Cooperative has conducted in-service training presentations for parents and community leaders. Additionally, the administrative service has provided support to the local school districts in their volunteer programs. The Cooperative provided in-service for the member schools and parent facilitators regarding parental involvement.

- **Educational Equity:**

Educational equity is a state priority that has been recognized by the Great Rivers Education Service Cooperative since its inception. Not only does the Cooperative recognize that educational equity entails minority and gender participation, but different levels of socioeconomic participation, also.

Policies and procedures are periodically reviewed to assure full access and opportunity in hiring practices and full participation.

- **General Administrative Services**

Great Rivers Education Service Cooperative provides administrative services to its member schools. While many of these services are part of the daily operation of the Cooperative, several have become full-scale programs and are as follows:

- **Higher Education Affiliation:** The Cooperative has maintained a close liaison with institutions of higher learning and has jointly offered courses in Educational Administration and additional licensure areas.
- **Information Sharing:** Recognizing a need to keep superintendents abreast of information, GRESC set up a memorandum referral file. All ADE Commission's memorandums are indexed and stamped for reference as needed. Likewise, information that the Cooperative receives concerning school and educational programs is filed for future reference.
- **Great Rivers has begun a Teacher/Administrator employee recruitment initiative to help area schools recruit subject area teachers.**

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

White
African American
Hispanic
Asian
American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2015-2016 school year: 3

For this number above, please provide the number in each of the following racial classifications:

White 3
African American
Hispanic
Asian
American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 1

For this number above, please provide the number in each of the following racial classifications:

White 1
African American
Hispanic
Asian
American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year: 2

For this number above, please provide the number in each of the following racial classifications:

White 2
African American
Hispanic
Asian
American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 1
For this number above, please provide the number in each of the following racial classifications:

White 1
African American
Hispanic
Asian
American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2015-2016 school year: 14

For this number above, please provide the number in each of the following racial classifications:

White 8
African American 6
Hispanic
Asian
American Indian/Alaskan Native

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Administrative Services

FUNDING SOURCE: Base Funds

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Suzann McCommon	31	MSE	Director

GOAL:

- ***Student Achievement and Teacher Effectiveness:***

The overall objective of the Cooperative is to increase student achievement via improvement of teacher effectiveness. Targeted areas where heavy emphasis was placed included math and literacy. While the credit for these professional development opportunities belongs to the districts, teachers and students, it is believed that the Cooperative also played a large role in the endeavors leading to school improvement. As an added indicator the cooperative will begin using a new evaluation system instituted by Dr. D. Ayrotola, ADE Data Center Director. This system will allow Great Rivers Education Service Cooperative to more fully assess the effectiveness of our professional development while gathering inputs from teachers and colleagues.

- ***School Leadership and Organization:***

School leadership and organization have been identified as a need for the Great Rivers area school districts, impacted through several means sponsored by the Cooperative. The impact has been achieved primarily through professional development for administrators and dissemination of information, collaboration and partnerships via the Arkansas Department of Education. Additionally Great Rivers Education Service Cooperative and the area school districts have entered an agreement to cooperatively advertise and recruit teachers into GRESC's regional area.

PROGRAM SUMMARY:

Since the inception of Great Rivers Education Service Cooperative in July of 1985, many services and identified needs of the member schools have become a reality. The programs and models supported have become a fluid entity and not a static one size fits all approach. Some have been modified or changed as the identified needs have changes.

The Superintendents of each of the member schools comprise the Board of Directors. The ten member Board of Directors' sit as a full governing board. This Board usually meets the fourth Thursday of the month to conduct the overall policy making and management business of the Cooperative.

The stated goals of the Central Administrative Service are to positively impact student achievement by:

- Coordinating specific effective professional development opportunities for teachers, support staff and administrators.
- Providing services designed to assist members in saving time and money in the administration of schools' programs.
- Maintaining sensitivity to the disparity of needs among member district in providing services, activities and programs.

More specific objectives are outlined in the cooperative policy manual adopted by the Board of Directors' in addition to those objectives derived from the annual needs assessment and surveys.

Particular needs of emphasis addressed by the Educational Cooperative's Administrative structure include the following:

- A. Overall fiscal management;
- B. Specific activities that enhance the relationship between the cooperative staff and the Arkansas Department of Education such as disseminating information, scheduling facilities and providing workshops;
- C. Securing additional funds to provide necessary and identified needs;
- D. Provide liaison with post-secondary educational institutions;
- E. Employ personnel as an equal opportunity employer without regard to race, color, creed, sex, national origin, handicap or age.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Cooperative Purchasing

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Suzann McCommon	31	MSE	Director

GOAL:

To provide a mechanism for area school districts to collectively purchase common supplies and materials at a competitively lower price than if bided or purchased separately.

PROGRAM SUMMARY: Great Rivers Education Service Cooperative has provided purchasing for its member districts for several years. Based upon the needs and itemized specifications of the districts, GRESC submits a group bid to vendors. Included in the bidding are such items as copy paper, file folders, legal pads, wastebaskets, staplers and pencil sharpeners. Once the lowest possible bid is obtained, orders are placed and each district has its order drop shipped and is individually invoiced for the items. Cost savings, is of course, the primary outcome of this process. For example, the catalog volume on 8 ½ x 11 Xerographic copy paper is \$37.00 per case. Great Rivers Education Service Cooperative was able to obtain a bid, however of \$ 23.88 per case. At a savings of \$ 12.12 per case with approximately 3300 cases ordered, the overall savings on this item alone was \$39,996.00.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Professional Development

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Jimmy Lou Brandon	14	MSE	TCC/GT Specialist

GOAL:

- To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately
- To improve the learning of all students by providing resources to support adult learning and collaboration
- To provide curriculum development assistance as schools align with CCSS
- To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support

PROGRAM SUMMARY: Professional development opportunities target the focus areas as outlined by the Arkansas Department of Education. The PD sessions are offered to meet the requirement of law regarding the required 36 hours of professional development, as well as meeting the needs of schools, based upon needs assessment survey results and evaluations

from workshops data from the ten districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning professional development to meet the major needs of the districts.

During the 2015-2016 school year a total of two hundred seventeen (217) professional development sessions were provided by the cooperative, with a total of three thousand seven hundred eighteen (3,718) participants in attendance. Four hundred sixteen (416) school sites visits were made in order to provide follow up and support for teachers in all districts.

Each year Great Rivers provides a summer Administrator Leadership Institute for administrators. This two-day institute offers updates from The Arkansas Department of Education staff. Various topics on relevant information are presented, as needed, such as updates on, RTI, ForwARd Arkansas, Legislation, Laws, Career Tech, New Science Standards etc.

Great Rivers has continued to focus with additional sessions on Leader Excellence and Development System (LEADS), Teacher Excellence Support System (TESS) and BloomBoard to give leaders and teachers the extra support needed to be proficient in the above systems.

HIGHLIGHTS OF THE YEAR:

1. School Board Member Training
2. Instructional Technology Workshops
3. Arkansas Induction Mentoring System (AIMM)
4. E-School Training and workdays
5. Administrator Training
6. Mathematics Training
7. Science Training
8. Literacy Training
9. ACT Aspire Support Training
10. Teacher Excellence and Support System Training (TESS)
11. Leader Excellence and Development System Training (LEADS)

12. Special Education

13. Behavior Management

14. Brainstorming with school leaders on involving the Community via ForwARd Arkansas

15. Career and Technical Education

16. BloomBoard Support Training

17. Response To Intervention Training (RTI)

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Gifted and Talented Education

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Jimmy Lou Brandon	14	MSE	Gifted & Talented Coordinator

GOAL:

The goal of the Gifted and Talented Program is to assist member districts in meeting the State Standards for Gifted and Talented Education and Advance Placement. Assistance is given in the areas of coordination, implementation, staff development, student identification process, program evaluation, technical assistance and improvement of local programs for gifted and talented students. The GT Specialist also serves as a liaison with the ADE Office of Gifted and Talented and Advanced Placement, parent and professional organizations, and other public and private agencies. The GT Specialist serves to promote gifted education through public awareness and advocacy.

PROGRAM SUMMARY: In order to meet these goals, Great Rivers provides a variety of opportunities and services. Included in those opportunities and services are:

- Scheduling Special Pre-AP workshops for Mathematics, Science and Interdisciplinary English and Social Sciences that provide strategies to empower teachers to add academic rigor to their instruction. (Pre-Advanced Placement workshops are offered in September to train teachers in more rigorous teaching strategies.)
- Sharing resources among cooperative area GT Coordinators and facilitators and their schools through monthly meetings
- Coordinating, training coaches, judges and moderators, facilitating, providing moderators, securing the location, providing trophies and certificates, providing study questions and

tournament questions, handling registration for three Quiz Bowl competitions for students in grades 4-12, Elementary, Jr. High and High School

- Coordinating “Beyond The Classroom” for grades 5-6. This consists of forty-five minute rotational sessions. Session titles were: Coding, Robotics, 3D Printer, Painting, Critical Thinking Math, Critical Thinking Science and Technology Skills.
- Facilitating and ensuring that each GRESC school district meets all of the ADE and GT Program standards, especially those districts slated to be monitored
- Scheduling technology specific workshops for GT coordinators and facilitators.
- Making on-site visits to local school districts to provide support and/or in-service
- Providing professional development opportunities, including: Pre-AP Strategies, Effective Questioning, Curriculum Differentiation, Whole Group Enrichment, STEM

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Teacher Center Program

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Jimmy Lou Brandon	14	MSE	Teacher Center Coordinator/GT Specialist

GOAL:

The Teacher Center functions to serve the needs of the local school districts as well as the priorities of the Arkansas Department of Education. All functions of the Teacher Center are determined by the Arkansas Department of Education mandates and needs assessment surveys as well as through communication with district personnel.

PROGRAM SUMMARY:

In order to accomplish the goal, the Teacher Center provides:

1. Curriculum development and alignment support
2. Professional Development in all core areas and non academic areas
3. Shared education services
4. School Improvement planning
5. Vocational and career education
6. Gifted and Talented education
7. Special Education Services
8. Shared teacher organization and planning
9. Testing
10. Technology Services

MAJOR HIGHLIGHTS OF THE YEAR:

- Continued support of a Cooperative-wide Classroom Management Model
- Trained and supported the implementation TESS and LEADS
- Continued support of state initiatives
- Continued support of embedded professional development through Professional Learning Communities (PLC) in all districts
- Created and supported an environment for adult learning
- Held summer training for teachers on the Teacher Excellence Support System (TESS with Shirley Hall/Charlotte Danielson representative) Three different locations for teacher accessibility
- Offered 3 separate 2 day Pre-Ap trainings in September to promote rigor in classrooms
- Offered additional support to 5 new GT Coordinators
- Hosted the Focus Meetings for districts in and out of our Cooperative area, as well as meetings for the Office of Intensive Support

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Teacher Excellence Support System (TESS)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Patricia Smith	31	MSE	Assistant Director
Jimmy Lou Brandon	14	MSE	TCC/GT Specialist

GOALS AND DESCRIPTION:

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software that provides district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The Great Rivers Educational Service Cooperative team continues to offer both collaborative and individual FOCUS support sessions for administrators requesting support. The Arkansas Department of Education, in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. . The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. Great Rivers is currently scheduling additional sessions to extend the learning, and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2016-2017 school year. The ADE is currently scheduling additional sessions to extend the learning and support administrators and teachers as they fully implement TESS as the teacher evaluation system in the 2016-2017 school year.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Literacy Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Vicki Smith	6	MSE	Literacy Specialist

GOAL:

- Provide differentiated technical support to participating districts
- Plan and deliver professional development and on-site support in literacy foundation skills in grades K-5 through the newly developed Implementing a Comprehensive Framework for grade bands K-1, 2-3, and 4-5, as well as integration of literacy research base/best practices in reading, writing, speaking and listening at all levels, and for all students
- Complete final cycle of ELLA and ELF with site based observations at the K-1 and 3rd grade levels
- Provide continued support as districts strive to deepen understanding of the Common Core State Standards, with awareness of upcoming revisions
- Grow professionally through personal study and participation in professional development that provides the most effective models for impacting student achievement and teacher effectiveness

PROGRAM SUMMARY: Implementing a Comprehensive Literacy Framework is a professional development opportunity developed by literacy specialists from the Arkansas Department of Education and education service cooperatives to provide guidance and support in building and sustaining a comprehensive literacy system at the local level. As a whole, the modules serve as a complete course of study for reading and writing teachings in the following grade bands: K-1, 2-3, 4-5, and 6-8. Each of the modules focuses on key components of a comprehensive system. Educators may register for individual modules to meet specific needs or complete the entire set of modules to gain in-depth understanding of all the components. The modules do not need to be taken in sequence; however, it is recommended that educators begin with the Overview Module if they intend to complete the full set of modules. Follow-up support and coaching for implementation is available.

The Overarching goals of Implementing a Comprehensive Literacy Framework are to enable K-8 educators to:

- Deepen their understanding of the essential elements of reading, writing, speaking, and listening instruction
- Apply knowledge of the Common Core State Standards for English Language Arts and Literacy in the disciplines to appropriate grade-level content in the appropriate grade-level classroom context.
- Analyze the data generated from student assessments to guide and adjust instruction to meet the needs of all students.
- Select the most appropriate evidence-based instructional strategies and practices to support diverse student populations.

MAJOR HIGHLIGHTS OF THE YEAR:

- Initiating and/or strengthening relationships with teachers, support staff and administrators in the Great Rivers Education Service Cooperative area, including a Spring Tour of all districts to promote summer professional development offerings and on-site possibilities
- Facilitating site based observations in the Palestine/Wheatley and Barton/Lexa School Districts to complete the final cycles of ELL and ELF
- Providing initial training in Implementing a Comprehensive Literacy Frameworks (ICLF) in grade bands K-1, 2-3, and 4-5 Modules 1 and 2
- Collaborating with co-op literacy specialist from across the state to provide feedback in the development of ICLF 2-3 Modules 3 and 4
- Providing the Text Dependent Questioning PD for 6-8 and 9-12 and follow-up leading to co-teaching for the day in a Social Studies class at Eliza Mille Elementary in the Helena-West Helena School District
- Working with Marvell/Elaine High School literacy teachers to begin the process of curriculum alignment
- Training volunteer tutors at Eliza Miller Elementary in the Helena/West Helena School District at the request of the sponsoring non-profit

- Providing information for improvement plans at Central Elementary in the Forrest City School District, as well as the Anna Strong Elementary in the Lee County School District
- Attending the Arkansas reading Association's annual conference
- Supporting instructional facilitator for Anna Strong and Whitten Elementary in the Lee County School District
- Providing intensive on-site support throughout the year at Palestine/Wheatley Elementary in grades K-6 as follow-up to ICLE Modules 1 and 2, by assisting in administering assessments, data analysis with implementation of a data wall and a monthly data meetings, grouping for instruction, progress monitoring, and classroom observations with feedback
- Providing on-site support at Stewart Elementary in the Forrest City School District initiated by a 3rd grade teacher's request for assistance in writing instruction, that led to analysis of writing samples, revealing deficits in encoding throughout the grade level, and implementation of differentiated instruction and progress monitoring in literacy classrooms
- Collaborating with the principal and instructional facilitator at Weaver Elementary in the West Memphis School District to devise a plan for on-site support, after test data revealed a need for training in word study beyond the second grade, resulting in study of the K-8 curriculum followed by teachers assessing developmental levels of spelling, planning for targeted whole group lessons and classroom observations with feedback and next steps
- Presenting the Implementing a Comprehensive Literacy Framework and possibilities to West Memphis School District's Literacy Leadership Team, resulting in a meeting with the incoming assistant superintendent and district literacy specialist to plan district wide training in reading process for grades 3-6, to be followed by site bases analysis of data to determine areas of need and next steps for the 16-17 school year
- Participating in a meeting with the ADE Professional Development Coordinator, the Great Rivers Educational Service Cooperative Director, the GRESC Professional Development Coordinator and specialists from GRESC to discuss differentiating professional development to the districts in our co-op area while maintaining the integrity of state initiatives
- Collaborating with the 6-8 ICLF trainer at GRSC to present the K-8 Word Study Continuum over four days to 14 participants, representing teachers in grades 1-6, from 3 districts, enabling them to meet the needs of all students in their charge, no matter what grade level they may be assigned to teach

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Literacy Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Constance Watson	6	MSE	Literacy Specialist

GOAL:

- Provide training, support and resources as districts implements the Common Core State Standards
- Provide on-site assistance to every district in our Cooperative area as requested using data and a differentiated approach
- To be a broker of resources for the schools in need of services that the Cooperative does not provide
- Plan and deliver content specific professional development and on-site classroom support as requested that will increase student achievement
- Attend professional development that provides the most effective models for impacting student achievement and teacher effectiveness that will allows the districts to build capacity within the district
- Provides individual and small group instruction for identified students
- Confers with the principal on the needs of the reading program

- Acts as a resource teacher in reading to regular classroom teachers by assisting them in organizing their reading program, selecting materials, suggesting teaching techniques and relating their instructional program to the special needs of students
- Gives demonstration lessons in the teaching of reading as requested or required
- Assists in the establishment and development of school and district reading curriculum
- Provides reading resources for teachers, aides and parents
- Other duties as assigned

PROGRAM SUMMARY: As Literacy Specialist it is my responsibility to provide quality professional development to Great Rivers Education Service Cooperative districts that will assist the districts in improving student achievement. Professional development in reading, writing and content specific areas that enhances student comprehension is provided. “Best Practices” are modeled in every workshop to enhance instructional practices that benefits all teachers in all subjects. Assistance in the districts in analyzing their data to identify root causes for specific areas of need and facilitate the process is also a service. As a result, classroom management continues to be in the forefront.

Classroom management was one focus for professional development trainings in our districts this year. Randy Sprick’s book served as a model, K-12, for the implementation. Instructional facilitators have had some experience with the model and it builds upon Jim Knight’s research. As always, a professional relationship with teachers and administrators is a top priority. Extra support was given to those districts’ choosing to implements using Sprick’s model.

Writing, planning and delivering professional development for peers, instructional facilitators and teachers has been a challenge, however, rewarding through the use of technology and AETN. Professional development has been taken to a new level.

MAJOR HIGHLIGHTS OF THE YEAR:

- Implementing a Comprehensive Literacy Framework (ICLF)
- Model Lessons for classroom teachers
- Supporting teachers with Literacy Standards/Strategies

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Mathematics Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Jeannie Rutland	4	MAT	Mathematics Instructional Specialist

GOAL:

- Work collaboratively with administrators and teachers to analyze student work, to identify students' level of understanding and/or proficiency, to interpret assessment information to inform the instructional program as well as to assist teachers in differentiating instruction
- Assist school personnel in evaluating, developing, and strengthening site-based mathematics programs
- Assist in developing, writing, and conducting training programs for trainer delivering professional development training in mathematics curriculum, instruction, assessment, and coaching strategies
- Obtain and provide mathematics-related information (data, materials, research, etc.) for public school personnel and others
- Assist school personnel in identifying effective interventions to achieve school improvement goals
- Provide technical support to school-based mathematics coaches (instructional facilitators) who perform a variety of roles

- Translate mathematics standards and research into classroom practice to support implementation of the Common Core State Standards for Mathematics
- Plan and facilitate professional development sessions to focus on the needs of staff members in the implementation of a high quality and challenging mathematics program for all students
- Provide ongoing support to teachers and administrators for Teacher Excellence Support System (TESS)
- Develop and facilitate Professional Learning Communities (PLC) to support teachers in the implementation of Cognitively Guided Instruction (CGI)
- Work collaboratively with building administrators and staff to plan, implement and evaluate mathematics programs that support the improvement of teaching and learning
- Support teachers in identifying, implementing, and refining the use of instructional resources and strategies through coaching, co-teaching, and modeling lessons
- Provide on-going assistance to new teachers, especially first year teachers and “career switchers” in mathematics content and pedagogy
- Provide targeted support mentors trained in the Novice Teacher Mentor Program

PROGRAM SUMMARY: As Mathematics Specialist, it is my responsibility to provide support to Great Rivers Education Service Cooperative districts that will result in an increase in student achievement. In order to effectively accomplish this, I differentiate the support I provide across the cooperative area. I assist districts in analyzing their school data (including walk-through data) to establish a goal for the needed support.

MAJOR HIGHLIGHTS OF THE YEAR:

- Established and maintained collaborative relationships with teachers and administrators in the Great Rivers Cooperative area
- Continued to grow teachers in the professional development program Cognitively Guided Instruction for Years 1 and 2
- Conducted specific site-based professional development focused on deepening teacher knowledge of Common Core State Standards at the request of three (3) specific districts

- Provided support to trained mentors for the Novice Teacher Mentor Model
- Facilitated PLC meetings for teachers trained in Cognitively Guided Instruction (CGI) in order to sustain the use of CGI in their classrooms
- Facilitated a grade level committee for the revision to the Common Core State Standards for Mathematics
- Conducted site based professional development focused on Number Talks at the request of one (1) district for six (6) elementary schools. Provided follow-up support for these six (6) elementary schools which included modeling lessons, observations and how to conduct a production PLC for Number Talks
- Provided specific site based professional development at the request of three (3) districts
- Assisted instructional facilitators with gathering analyzing information for ACT Aspire
- Collaborated with other Math Specialists to provide CGI Conference at the Arkansas Curriculum Conference
- Provided targeted assistant at the request of Instructional Facilitators and/or Principals for six (6) districts to meet the needs of each individual situation.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Science Instructional Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Nancy Hornor	2	BSE	Science Specialist

GOAL:

- Visit all schools in the Great Rivers Cooperative area and establish relationships with teachers and administrators
- Provide on-site assistance to science teachers in planning and carrying out scientific investigations using the Arkansas K-12 Science Standards
- Provide on-site support by delivering science materials and supplies
- Provide on-site support for those school incorporating Picture-Perfect Science into their science classroom
- Provide professional development on-site and at Great Rivers Cooperative on the Arkansas K-12 Science Standards
- Work collaboratively with other specialists at Great Rivers Cooperative to provide cross curriculum professional development and Ruby Payne's Understanding Poverty professional development.
- Increase my knowledge of ADE and my role as Science Specialist to better serve my schools

PROGRAM SUMMARY: This is an exciting time for science in the state of Arkansas and I feel fortunate and excited to help with the implementation of our new standards. As science specialist it is my responsibility to provide support to Great Rivers Education Service Cooperative districts that will assist each district in improving student achievement and success. This may take the form of assisting districts with implementation of the new Arkansas K-12 science standards by offering summer professional development on these standards and on-site professional development during the school year. I also provide science content specific assistance as well as effective instructional practices that benefit all teachers.

MAJOR HIGHLIGHTS OF THE YEAR:

- Visited schools within the Great Rivers Cooperative area and continued relationships and established new ones with various teachers and administrators
- Worked with other science specialist from across the state in developing a two-day state-wide professional development for 9-12 educators, *“High School Science – Grasping Phenomenal Science for Grades 9-12: Navigating from Standards to Instruction”*
- Provided information to all GRESC schools with a list of the summer professional development workshops that addressed the new Arkansas K-12 science standards that will be offered at various locations across several coop areas and within the GRESC area this summer
- Continued deepening my understanding of A Framework for K-12 Science Education and the new Arkansas K-12 Science Standards
- Worked with Forrest City Junior High in setting up and organizing their science lab along with providing professional development and notebooks for their science teachers
- Worked science teachers throughout the GRESC area in supplying science equipment, facilitating instruction and labs, planning hands-on investigation, and modeling classroom management
- Assisted Central High School in the Helena-West Helena area with continued support throughout the year during their times of vacancies in the chemistry, physics and physical science positions

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Literacy/Math/Science Facilitation

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Vicki Smith	5	MSE	Professional Development Specialist (Literacy)
Jeannie Pittman	3	MSE	Professional Development Specialist (Math)
Cindy Sibley	10	MSE	Professional Development Specialist (Literacy)
Constance Watson	6	MSE	Professional Development Specialist (Literacy)
Nancy Hornor	1	BSE	Professional Development Specialist (Science)

GOAL:

- Providing professional learning to assist Literacy/Math/Science Facilitators (Coaches) in maximizing the effectiveness of their work.
- Continuing positive impact of the instructional facilitator on student achievement.
- Facilitating in Arkansas is designed to support implementation of any new state-wide initiatives in Arkansas schools through professional learning at designated training sites alone with onsite support. The training will encompass the strategies and skills the Literacy/Math/Science Facilitators need to implement the variety of roles necessary to advance professional learning and to improve student achievement.
- Developing a deeper understanding of the many roles and components of literacy/math/science facilitating.

- Developing support to implement research-based & high yield instructional practices and assessment systems as aligned to the Common Core State Standards.
- Understanding the impact of change on adult learning theory
- Developing leadership skills for leading reform using communication strategies.

Training can occur at the cooperative throughout the school year as well as visits to participants' schools in order to support implementation.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Career & Technical Education

FUNDING SOURCE: Arkansas Department of Career Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
James Southard Jr.	3	BSE	Career & Technical Ed. Coordinator
Polly Hopper	8		Instructional Secretary

GOAL:

The goal of Career and Technical Education is to provide services to all students who are enrolled in Career and Technical Education programs in compliance with the Arkansas Department of Career Education which has the mission of providing leadership and contributing resources to serve the diverse and challenging career education needs of Arkansas youth, adults, and persons living with disabilities.

PROGRAM SUMMARY: The program is set up to provide services to all students who are enrolled in Career and Technical Education programs. The passage of the Federal Carl Perkins II Act on 1990 and the State Act of 980 directed vocational education to focus on assisting all students, not just special populations. Career and Technical Education also has a major objective of energizing the private sector as a partner throughout the nation. Cooperative efforts with the local school districts include the providing of:

1. An assessment of the interests, abilities and special needs of the student with respect to successfully completing the Career and Technical Education program;
2. Special services, including adaptation of curriculum and instructional equipment and facilities;

3. Guidance, counseling and career development activities provided by counselors, teachers, and the cooperative;
4. Career counseling services designed to facilitate the transition from school to post-school training and/or employment and career opportunities, and
5. Supplies, equipment and teacher training for the integration of academics and new technologies through sequential course offerings. These activities were limited this year due to major cuts in the Carl Perkins budget.

MAJOR HIGHLIGHTS OF THE YEAR:

1. During the 2015-2016 school year, the Great Rivers Education Service Cooperative's Career and Technical Education program provided in-service training to all area Career and Technical Education teachers.
 - a. In June and July of 2015, training was conducted to assist teachers in attaining the Keyboarding (419) endorsement. Two three day sessions were held at both the Great Rivers Cooperative and East Arkansas Community College. As a result of this professional development, 20 teachers earned the endorsement required to teach Career Development.
 - b. On October 21, 2015, a Career and Technical Education Regional Advisory Council meeting was held at A.S.U. Mid-South in West Memphis, AR. At this meeting, industry leaders were present with area educators to share information. The industry leaders explained what they were looking for in future employees and the educators explained what programs they were currently holding. The meeting was extremely successful in providing information to both groups. Future high school seniors should be better prepared to enter the workforce after graduation.
 - c. On October 22, 2015, a training session was conducted called Talking Numbers. Working with the Great Rivers Education Service Cooperative math specialist, Career Technology educators were trained on new ways to incorporate mathematics into their daily lessons, regardless of the class they are teaching.
 - d. Carl Perkins Reimbursement was made available to teachers attending C.T.E. specific training during the 2015-2016 school year. Five consortium teachers requested this reimbursement following qualifying C.T.E. specific training that they participated in during the summer of 2015.
2. As directed by the Arkansas Department of Career Education, the Great Rivers Education Service Cooperative C.T.E. consortium schools have been attempting to

- increase the number of non-traditional students in career and technical programs of study. Ten Dewalt 18 volt portable four tool combination sets (DCK425C) were purchased with Carl Perkins funds with five sets going to both Palestine-Wheatley and Brinkley Agriculture programs. These tools along with the included accessories with allow non-traditional and special needs students to increase their participation in building projects within this program area. The tools are lighter and have less torque than the normal power tools used. Extra batteries, battery chargers, bits, and blades were provided in addition to the actual tool kits. The will allow the tools to be put to immediate use in the classrooms.
3. In an effort to update business classrooms among consortium schools, 56 Apple Mac mini desktop computers were purchased to be placed at Barton-Lexa High School, Brinkley High School and Central High School within the Helena-West Helena School District. These computers have a dual boot capability, allowing them to be started as either an Apple computer or Windows computer, thus allowing students to have access to software in both operating systems, and allowing students to be better prepared to enter the office workforce after graduation. Students will work to become more familiar with both operating systems and the programs utilized in each. Six computers, were provided to Barton-Lexa, 25 computers were provided to Brinkley, and 25 computers were provided to Central High School.
 4. 40 Apple iPad Airs and 3 Brentford iPad carts were purchased for Clarendon, Palestine-Wheatley, and Central High School's Family and Consumer Science programs. These iPads allow for each of these school CTE teachers to have a full cart of iPads to use with their students and provide for increased security of the equipment in the classroom. The cart is a more practical method of charging the iPads during the day. Ten iPads and one cart were issued to both Clarendon and Palestine-Wheatley Family and Consumer Science teachers. Twenty iPads and one cart were issued to the Central High School Family and Consumer Science Teacher.
 5. Eight Dewalt 20 volt portable four tool combination sets (DCK592L2) were purchased with Carl Perkins funds with four sets going to both Barton-Lexa and Central High School's Furniture Manufacturing programs. These tools along with the included accessories with allow non-traditional and special needs students to increase their participation in building projects within this program area. The tools are lighter and have less torque than the normal power tools used. Extra batteries, battery chargers, bits, and blades were provided in addition to the actual tool kits. This will allow the tools to be put to immediate use in the classrooms.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Early Childhood Special Education Program

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Tina Grubbs	27	MSE	Early Childhood Coordinator
Anita Hoskins	17		Preschool Assistant/Medicaid Clerk
Yalanda Sheard	11		Preschool Assistant/Data Management
Laura Beth Felton	2	MSE	Psychological Examiner
Melanie Wilson	4		Early Childhood Behavior Interventionist
10 Early Childhood 11 Instruction Specialist			
8 Full-time Speech Pathologists			
2 Part-time Occupational Therapist			
1 Part-time Physical Therapist			

GOAL:

- Conduct Child Find Activities in the Cooperative area to identify, evaluate, and deliver services to preschoolers in need of Preschool Special Education services
- Create a collaborative structure that includes public and private preschool centers, Children's Health Management System centers, Head starts and Arkansas Better Chance classrooms to ensure a free and appropriate public education is provided for every preschooler
- Provide the transition of birth to three children in the preschool special education setting and children going to kindergarten into their school age special education setting

- Provide information and feedback to the Cooperative's ten districts in regard to the needs and achievement of their preschoolers
- Provide parents and caregivers with information regarding their child's education needs and options

PROGRAM SUMMARY: The Early Childhood Special Education program strives to provide preschool special services to children within the Cooperative area. The preschools along with the Cooperative are in a collaborative agreement to screen, evaluate, teach, and maintain due process records on children identified with preschool special needs. Great Rivers Education Service Cooperative's federal child count on December, 2015 was 399 children. The preschool cooperative staff serves preschoolers in a variety of settings. The Cooperative schedules professional staff development to ensure staff is trained and proficient in the latest teaching and behavior management techniques. Extended school year services are part of the preschool individual special education programming for those children who qualify. Some of the staff works in the extended school year program during June and July to carry out individualized education programs for children needing instruction during the school breaks.

MAJOR HIGHLIGHTS OF THE YEAR:

- Professional development included training on use of Technology, Behavior Intervention Techniques, Speech and Language Training, Pivotal Response Training, Social and Emotional Training and ABA techniques
- On-going professional development to enable preschool special education staff to meet the needs of all preschool children
- Monitoring by the Arkansas Department of Special Education for program approval
- On-going use of preschool therapy rooms on-site for preschoolers needing preschool special education service

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Behavior Intervention Consultant – Early Childhood

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Melanie Wilson	4 ½	B.S.	Behavior Intervention Consultant

GOAL:

- Increase awareness of Behavior Intervention Services to preschool children, parents, and preschool teachers
- Provide Behavior Management Intervention services to identified children through the Cooperative area
- Assist preschool teachers and parents in identification, evaluation, behavior plans and techniques in educating children with Autism and Behavior concerns

PROGRAM SUMMARY: The Behavior Support Specialist's services are offered to all preschool children in the Great Rivers Educational Service Cooperative area. The Behavior Interventionist services included identifying and setting up behavior interventions for preschoolers, assisting teachers and centers in setting up their environments to aid and include children with behavior needs and providing behavior strategies to parents and teachers.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Technology

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Tim Vent	19	AA	Technology Coordinator
John Dulaney	5	BSE	PC/LAN Technician

GOAL: To help member districts with educational technology integration, infrastructure implementation, and support as it is related to student achievement, staff development, ACT Aspire, Common Core, and Arkansas state initiatives including but not limited to Virtual Arkansas, iTunesU, the Arkansas Digital Sandbox, Teacher Evaluation Support System (TESS), Digital Act 1280, and Computer Science/STEM.

PROGRAM SUMMARY: The Great Rivers Education Service Cooperative Information and Technology staff provides technical support, consultation, design and engineering, technology planning, disaster recovery planning, funding procurement, E-Rate application assistance, and professional development for area schools in our cooperative.

MAJOR HIGHLIGHTS OF THE YEAR:

The Technology Coordinator worked directly with local area school district Technology Coordinators to get approved E-rate applications for Internet Access, Fiber optic networks, LAN switching equipment, and wireless upgrades totaling over 4 Million dollars. These funds will provide for the existing 1Gig fiber connections between schools to be upgraded to 10Gig as well as provide wireless access for every classroom.

The PC/LAN Technician and Coordinator provided on-site technical support on a day-to-day basis, which allows technology to be used seamlessly in the classroom. This support includes, but is not limited to hands on support with the teachers in their classroom, network equipment configuration and installation, surveillance system configuration and support, and wireless access point configuration and deployment.

Network preparation, traffic shaping, and traffic analysis was provided to schools so they could provide consistent and uninterrupted administration of digital on-line testing – both for intra-district formative assessment and for ACT Aspire.

Support continues on previous years' Fiber Optic projects which have laid and utilized over 400 miles of fiber optic cable throughout the Great Rivers area as well as provide additional High-Speed Internet access has proven very successful and vital to the area schools.

Upgrades were made to the existing server closet to re-locate it and turn it into a modern data center in which any member school can co-locate a physical or virtual server housed in a redundantly climate controlled, limited access, high availability environment. This is provided at no cost to the schools.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Behavior Intervention Consultant – Early Childhood

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Greg McElyea	2	M.S.	Behavior Intervention Consultant

GOALS:

- Increase awareness of K-12 Behavior Support Services to districts in service area
- Assist with development of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) when requested via CIRCUIT referrals
- Assist with identification of autism spectrum disorders when requested via CIRCUIT referrals
- Schedule training surrounding topics related to behavior

SUMMARY OF SERVICES PROVIDED:

The Behavior Support Specialist's technical assistance was offered for K-12 students receiving special education services, as well as for those in the referral process for receiving special education services, in the Great Rivers Education Service Cooperative area. The Behavior Support Specialist, as well as the Coordinators for K-12 Behavior Support Services, invited the Special Education Supervisors at the beginning of the school year and during the school year to submit CIRCUIT referrals in order to receive technical assistance for individual students. Behavior services were provided for 4 students in 3 of the 10 participating districts, as well as to many other students in neighboring ESC areas. Services included assisting in the development of Functional

Behavioral Assessments (FBAs), the collection of behavioral data, and the identification of appropriate positive behavioral interventions. In addition, trainings were provided for Special Education Supervisors, district and building-level administrators, teachers, and related personnel surrounding topics concerning behavior. Training topics this school year included an orientation to K-12 Behavior Support Services, behavioral data collection, principles of Applied Behavioral Analysis, and positive behavioral interventions.

Great Rivers Education Service Cooperative

2015-2016

Great Rivers Education Cooperative 2016-2017

PROGRAM: Facilities

FUNDING SOURCE: Cooperative Area Districts

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton-Lexa, Brinkley, Clarendon, Forrest City, Helena-West Helena, Lee County, Marvell-Elaine, Palestine-Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Chad Davidson	8	BSC	Facilities Coordinator

GOAL:

The goal of the facilities coordinator position is to provide comprehensive and extensive facilities assistance and planning services to all public school districts, keeping them in compliance with the rules and regulations of the Arkansas Division of Public School Academic Facilities & Transportation (DPSAFT).

PROGRAM SUMMARY: The Arkansas Division of Public School Academic Facilities & Transportation requires multiple submissions from public school districts, regarding public school facilities. A mandated public school academic facilities master plan is due every February 1, with the even year submissions designated as new plans, where new years are added to the end, and these also contain 15 sections to be completed. Also, partnership funding program applications will be drafted and submitted in conjunction with the even year submissions. Odd-year, or preliminary, submissions are updates of the previous year's plan, as well as allowing for the updating and creation of all public school facilities projects. There are also multiple other document submissions required, as well as required meetings.

MAJOR HIGHLIGHTS OF THE YEAR (& IMPORTANT DATES):

February 1, 2016: Complete and full submittal of each district's 15-section facilities master plan, from extensive master planning sessions with districts.

March 1, 2016: Complete and full submittal of participating district facilities partnership applications, along with coordination from district support personnel and outside firms (i.e., architects, engineers), with regards to submittal of accompanying documentation.

May 25, 2016: Commission on Public School Academic Facilities & Transportation meeting, to release the funding list for approved Year 2 projects for the 2015-2017 funding cycle.

July 1, 2016: Closure and re-opening of new annual state mandated inspections through state's mandated CMMS (Computerized Maintenance Management System): SchoolDude (<http://www.schooldude.com>). Provided assistance to districts in coordinating the final closure of the annual report, and assisted multiple districts with scheduling of new annual PM schedules.

Late Summer, 2016: Not a hard date set, but historically, this is when the DPSAFT will release to individual districts, of Partnership 2017-2019 written project determinations, based on previously submitted applications.* (*see above & below for more information*)

September 1, 2016: Approval of previously submitted facilities master plans.

Mid-October, 2016: 2017 Odd-year, or preliminary, master plan update guidelines published (in master plan web tool, no hard copy, usually).

October 20, 2016: Deadline for submittal of approved year 1 Partnership 2013-2015 projects' signed construction contracts, ensuring the continuation of secured state share funding. Districts lacking this documentation were notified a minimum of 45 days in advance of this date, for all committed projects to be secured.

February 1, 2017: 2017 Odd-year, or preliminary, master plan update due (all will be completed).

May 1, 2017: Official publication of 2017-2019 Partnership approved and Year 1 funded lists.

July 1, 2015: Deadline for Year 1 (approved and funded) 2015-2017 Partnership program agreements to be executed (meaning both district and division signatures).

(More information on Partnership funding--)

*As funding was not yet secured, only approved square footage (SF) figures were provided, but based on the DPSAFT's most recent calculations for RS Means (their basis for project cost estimation), partnership cost estimation is possible. The DPSAFT approved 447,366 SF of either renovations or new space for the approved projects of the GRESC districts, who applied for the

Partnership 2015-2017 funding program. Based on current RS Means cost estimates from the Facilities Division, the estimated totals for possible qualifying project costs are \$26,092,710. This would potentially mean \$16,601,281.48 in partnership state share for these approved 2015-2017 Partnership projects, if funding is provided for all approved projects for the districts of the GRESC. As of this writing, Year 2 funding hasn't been released.

For comparison, in previous Partnership funding programs, for the 2013-2015 Partnership program, the Facilities Coordinator secured \$8,115,140.51 in state share funding, for \$14,209,661 in total qualifying project costs for the GRESC districts where we submitted and applied for eligible projects. With the 2009-2011 & the 2011-2013 Partnership programs, the amounts were a little less, at \$6,723,354.76 total qualifying project costs, and \$3,912,867.62 in state shares. That's a total state share amount of \$34,723,810.10 secured for GRESC districts over the last 8 years, with all applied for and approved Partnership projects. None of these totals account for any catastrophic funding, which might also have been secured, as needs arose.

With the 17-19 Partnership funding program, I made application for the participating GRESC districts to receive approximately \$39 million in state share from the Partnership funding list, but that's an estimation. No state share figures will be released until May 1, 2017.

Along with all of these Partnership projects, once the state share amounts are listed with the publication of the Partnership lists (around May 1st of every year), the DPSAFT requires multiple documents per project, as well. Those include the 8-page Partnership agreement, the agreement appendices (two documents, at various page lengths), and the construction approval form (CAF, to accompany plans, specifications, and contracts). Plus, the Facilities Coordinator also assists the districts in securing the state reimbursements, through reimbursement documentation.

There have also been many submissions that aren't on necessary or rigid timelines, but rather, that continually occur though-out the year. For example, all projects (minimum \$20,000 total cost), regardless of funding source, are required to have DPSAFT review, approval, and submission of each one's construction approval form documentation.

Along with the submission of many documents, there have also been a large number of meetings involving the DPSAFT, where the Facilities Coordinator has either represented the involved districts, or sat alongside the districts, assisting them with their facilities. This has typically occurred, not necessarily on a scheduled basis, but as the need has arisen.

The Facilities Coordinator is also involved with the selection and future work of district design professionals, from RFQs (Request For Qualifications) to, once they're selected, assisting with the design plans and specifications.

Lastly, there's a great deal of district correspondence, relating to any and all facilities, for which the Facilities Coordinator provides valuable insight and assistance.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Moodle

FUNDING SOURCE: Arkansas Department of Education Grant - Act

COMPETITIVE GRANT: YES NO X

RESTRICTED: Yes NON-RESTRICTED:

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Dexter Miller	13	BSE	Distance Learning Coordinator

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY: Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts “Power Up with Virtual Arkansas” for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013.

Team Digital: Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning.

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

MAJOR HIGHLIGHTS OF THE YEAR:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours
- Presented at TICAL on the future of Blended Learning
- Training over 10 high school counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed and Education Cooperative promotional video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing promotional video for the Essentials of Computer Science and Computer Programming
- Presented at the 3rd annual Data Conference

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Response to Intervention (RTI) Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Cindy Sibley	11	MSE	Literacy Specialist

GOAL:

- To be the designated Dyslexia Contact Specialist at the Great Rivers Education Service Cooperative for the 2015-2016 school year.

PROGRAM SUMMARY

Arkansas State Legislature enacted Act 1294 of the 2013 regular session to ensure that children with dyslexia have their needs met by all Arkansas public School systems. This act was codified as A.C.A. §6-41-601. This code defines dyslexia describes required screening and intervention, and lists required actions of the state, education cooperatives, and school districts.

The Arkansas Department of Education (QDE) is also currently researching programs of study and certification for dyslexia therapists. No later than the 2015-16 academic year, a school district shall have individuals to serve as dyslexia interventionists meeting the needs of children with dyslexia in public schools. Act 1294 of 2013 and Act 1268 of 2015, the 2015-2016 school requirements are:

1. Choose a dyslexia program with explicit, direct instruction that is:
 - A. systematic, sequential and cumulative
 - B. multisensory and researched base

- C. offered in small groups
- D. delivered with fidelity as the author intended

2. Train dyslexia interventionists.

3. Screen and provide services.

- A. All K-2 students will receive initial screeners.
- B. Grades 3-12, any student experiencing difficulty as documented by the classroom teacher.
- C. Students performing at some risk on initial screeners will be given Level I dyslexia screeners. A Level II dyslexia screener will be administered to determine student's eligibility for accommodations.

As the RTI Instructional Specialist for the Great Rivers Cooperative, my main goal is to help each district develop and implement a comprehensive RTI program to serve the needs of our students. Response to Intervention (RTI) is a multi-component, general education model, designed to identify students who may be at risk for learning and behavioral challenges, offer support while continuing to monitor student's progress.

At the Great Rivers Cooperative, all of our districts decided to choose the same explicit, systematic, research-based reading program for Tier III Core instruction and intensive intervention. I also ensure that all interventionists are trained and following the Susan Barton Reading and Spelling Program to fidelity. I help establish school-based decision teams who analyze data and screener results, for students, to ensure the comprehensive RTI process is ongoing and serving students well.

MAJOR HIGHLIGHTS OF THE YEAR:

- As the RTI Instructional Specialist, I communicate with each district on the aspects of the Dyslexia law, along with the implementation of the RTI Arkansas Multi-tiered System of Support.
- Professional development for training interventionists in the Susan Barton Reading and Spelling System.
- Demonstrate interventions for tutors/interventionists.
- Professional development in Level II interventionists in the classroom designed to address skill deficits for students that compliments and supports the core instructions.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Partnerships for Assessment of Readiness for College and Career (PARCC)

FUNDING SOURCE:

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Staff			Staff

GOAL AND DESCRIPTION: Great Rivers Cooperative staff, including technology coordinators and teacher center coordinators, has provided support to district testing and technology personnel as preparations were made to implement online assessments in this initial year. Support included onsite visits within districts to aid in preparing technology infrastructure, provide multiple training opportunities for PARCC updates and assistance with preparation, and hosted PARCC workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

Great Rivers Cooperative also provided support to classroom teachers and instructional leaders to ensure that the Common Core State Standards were taught in a manner that would prepare students for the PARCC. In addition to ADE presenters, cooperative literacy and math specialists provided face-to-face trainings on the PARCC resources that are available and how these could be utilized to strengthen the classroom teachers understanding of assessment requirements for students. Trainings will continue during the summer of 2015 and the upcoming school year

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Arkansas Leadership Excellence and Development System (LEADS)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Staff			Staff

DESCRIPTION:

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of BloomBoard for evaluation and artifacts, and other support, as needed in individual cooperatives. Additional trainings and support were offered by Great River throughout the year 2015-2016 to administrators.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Arkansas Inductive Mentoring Model (AIMM)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

PERSONNEL:

Name	Years at Cooperative	Degree	Position
Jimmy Lou Brandon	14	MSE	TCC/GT Specialist
Jeannie Pittman	4	MSE	Math Specialist
Cindy Sibley	11	MSE	Literacy Specialist
Constance Watson	7	MSE	Literacy Specialist

Program Summary:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided update training.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update, Video and the Project Director Update Training Video in lieu of face-to-face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program. Great Rivers Education Service Cooperative provided four (4) sessions in the Novice Teacher Mentor Program.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Arkansas Transition Services

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/WestHelena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Bonnie Boaz	15	MS	Coordinator
Jennifer Harte	3	BA	Administrative Assistant

Transition Consultant assigned to school districts in Great Rivers Education Cooperative, Northeast Education Cooperative and Crowley's Ridge Educational Services Cooperative areas: Jennifer Williams

GOAL:

Arkansas Transition Services is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes.

PROGRAM SUMMARY: The Arkansas Department of Education, Special Education Unit, funds a grant by which the consultant group, Arkansas Transition Services, works to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post school outcomes, as mandated by the Individuals with Disabilities Education Act.

Arkansas Transition Services consists of six transition consultants across the state, including a State Transition Coordinator. All consultants provide district, regional and state-wide trainings and technical assistance throughout the year. Arkansas Transition Services develops and provides trainings based not only on Federal mandates, but also on the needs of school districts and transition teams in the area of transition. Some of these trainings include how to develop transition classes, transitions assessment trainings, involving the student in transition planning, compliance with

transition indicators, and how to gain parental participation and how to establish local transition teams. We continue to work hard to build capacity in the districts through thorough reviews of transition plans, followed up with report findings and recommendations for additional training. This has been an effective and proactive practice that districts have participated in prior to being monitored by the Special Education Unit.

ATS also works with adult service providers around the state to share concerns and possible strategies to better connect with schools and their students. A collaborative effort is made among districts, agencies and ATS to hold Transition Fairs to increase the knowledge of agency services around the state. Agencies are also invited to participate in IEP meetings and on local transition teams. ATS also maintains a leadership role in the Arkansas Interagency Transition Partnership, which works to bring agencies together to discuss issues and develop strategies to better serve schools and students.

- ▶ Arkansas Transition Services has worked with several technical assistance centers, including National Secondary Transition Technical Assistance Center, National Post School Outcomes Center and National Dropout Prevention Center for Students with Disabilities. These technical assistance centers now are under one project, National Technical Assistance Center for Transition (NTACT). NTACT is a national technical assistance center funded by the U.S. department of Education's Office of Special Education Programs and is focused on improving transition outcomes. Each year, at least two ATS representatives attend the NTACT sponsored, Capacity Building Institute as a state team, along with Arkansas Rehabilitation Services representatives, teacher representatives and IDEA Data and Research representatives. In March, we were notified that Arkansas had been selected to be an “Intensive State” with NTACT. We will receive assistance with the development and implementation of technical assistance/professional development plan based on the goals and outcomes we identified in our application. The goals we submitted in our application are as follows:
- ▶ To increase implementation and analysis of data collection practices at varying levels (district/school/student) to improve transition programs and student outcomes.
- ▶ To increase awareness of and capacity to assess and implement predictors of post school success using evidence based practices in the area of secondary transition based on district and state data available.
- ▶ To improve our provision of technical assistance services and capacity building strategies reaching more educators through varied opportunities.

The CORE team attended the Capacity Building Institute and began working on an infrastructure analysis of our groups who lead the charge of carrying out our plan. The State Implementation Team will be included on further plan development in June 2016.

Transition File Reviews were provided for the following districts: Osceola, Forrest City, Manila, Armorel, Riverside, Brinkley.

On site trainings/file review follow up were provided for the following districts: Osceola, Manila, Clarendon, Brinkley, Brookland, Valley View, Maynard, Harrisburg, Gosnell, West Memphis, Palestine-Wheatley, Marked Tree.

Monitoring follow up was provided for the Harrisburg school district.

2015 Summer trainings were provided for the Crowley's Ridge Educational Services Cooperative, and Northeast Education Cooperative: Toolkit Training, Student Directed Transition Planning, and Preparing Middle School Students as They Consider Going to College. Northeast Cooperative had 36 in attendance representing 10 districts. Crowley's Ridge had 39 in attendance representing 10 districts.

MAJOR HIGHLIGHTS OF THE YEAR:

A Transition Summit is held every other year for local transition teams around the state to meet and assess the needs of the team's area. These teams then develop a plan based on those needs to improve transition outcomes. We are currently planning for the 2016 ATS Summit. The focus will be Student Development. We also held two Cadre meetings where the local teams came together to receive professional development in STEPSS, evidence-based practices, transition planning for students receiving indirect services, assessments, post-school options, summary of performance, and agency information. These events provided opportunities for continued team planning and networking, as well.

College Bound is another annual event held in collaboration with University of Central Arkansas. It is a three day residential program intended to increase student's knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level.

CIRCLES is an innovative approach to providing transition planning services. In CIRCLES, there is a School Level Team (SLT), made up of school staff and the caseworkers and case managers of each of the outside agencies who might be able to help our students make this transition successfully. There is also a Community Level Team (CLT), made up of agency and district administrators.

These two different teams meet separately to serve to different functions in the CIRCLES model of service delivery. Forrest City School District is one of two districts who piloted the program in 2015-2016 ATS will continue to facilitate the districts' planning efforts for implementation in the fall of 2016.

The State Toolkit for Examining Post-School Success (STEPSS) is a web-based, data-based decision making tool designed to support state departments of education in disseminating and using data related to secondary transition (SPP Part B Indicators 1, 2, 13, and 14) to improve in-

school transition programs for youth with disabilities. A STEPSS training was held in June 2015 with eight districts attending including, Forrest City School District. We will be reviewing next steps with each district to use this data analysis tool to improve transition outcomes as we increase our efforts to recruit more districts' participation.

Our website (www.arkansastransition.com) is continually updated with new resources, including a new Transition Resource Guide (also in Spanish), Transition Fair Toolkit and Guidance and Career Counselor's Toolkit for teachers and counselors; interactive IEP forms for students; healthcare transition information for parents; the TAGG online assessment for secondary aged youth with disabilities, their families and professionals; and updated agency resources by county.

The Arkansas Interagency Transition Partnership (AITP) will hold the fourth annual AITP Summer Connections as a way for district personnel around the state to learn about a variety of agency services. This year we will have two school districts presenting their transition programs that include a work component. We will also have an interactive session on the Workforce Innovative Opportunities Act. The AITP has also partnered with Arkansas Rehabilitation Services, the Special Education Unit, and the Arkansas Mental Health in Education Association to host a one day workshop on Mental Health issues in transition-age students.

In preparation for the 2016-2017 school year, the following training sessions are being offered this summer for the Great Rivers Education Cooperative, Crowley's Ridge Educational Services Cooperative, and Northeast Education Cooperative: New Interactive Toolkit Training, Transition Planning: Considerations for Students on the Autism Spectrum and Students with Intellectual Disabilities, Transition Practices for Post School Success.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: State Personnel Development Grant

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: State of Arkansas

Name	Years at Cooperative	Degree	Position
Jennifer Gonzales	6	M.S.	Grant Director
Debbie Fleming	4	M.S.	Educational Consultant
Rose Merry Kirkpatrick			Co-Teaching Director
Lorena Harper	8 months	B.S.	Administrative Assistant

GOAL: The State Personnel Development Grant (SPDG) is a five-year, \$1 million per year, grant from the U.S. Department of Education's Office of Special Education Programs (OSEP). The grant has four primary goals:

Goal 1 activities- will establish a statewide infrastructure to support professional development with LEAs, targeted for Improvement (NCLB) or triggering on an SPP Indicator (IDEA), at the Prevention, Strategic, and Intensive levels collaboratively through Education Service Cooperative ESC staff.

Goal 2 activities- will provide professional development and research-based literacy and math instruction and interventions at the Tier 1, 2, and 3 level in the schools/districts targeted by the ADE, ADE-SEU, and/or participating ESC's.

Goal 3 activities-will blend professional development and research-based Positive Behavioral Support System (PBSS) instruction and behavioral interventions with Goal 2 activities at the Tier 1, 2, and 3 levels in the same targeted Goal 2 LEAs. Parent involvement and attention to disproportionality, especially in high poverty schools, are infused into both Goal 1, especially in high poverty schools, are infused into both Goal 1, 2, and 2 activities.

Goal 4 activities- aggressive recruitment, training, retention, and capacity building strategies will ensure that all students with disabilities, especially in high poverty schools, are taught by highly qualified teachers utilizing scientifically-based literacy, mathematics, and behavioral

instruction and intervention strategies, who will remain in-field beyond their third year of teaching.

These goals have been accomplished by improving professional and personnel development systems for teachers, principals, administrators, related services personnel, paraprofessionals, and early intervention personnel using state agency, higher education, Education Service Cooperative and other partnerships, and by recruiting, training, and retaining highly qualified special education teachers. Improved student outcomes will result in greater staff, school and district success relative to NCLNB, IDEA, and state educational standards.

PROGRAM SUMMARY:

The Arkansas SPDG continues to build on the lessons and outcomes of the first Arkansas SIG/SPDG, and our experiences and accomplishments during the first five years of this grant, by implementing scientifically-based interventions and strategies in schools and school districts that are in School Improvement status or that need to enhance their services for students with disabilities. We are also systemically focusing on building the organizational, professional development, and instructional capacity of our regional Education Service Cooperatives (ESCs), districts, and schools in specific areas so that they are able to more independently provide the academic and social, emotional, and behavioral services, supports, programs, and interventions to students—along a multi-tiered continuum—who are at-risk, underachieving, unresponsive, and unsuccessful from kindergarten through high school.

Given this, the Arkansas SPDG has identified goals whereby SPDG staff are available to work with schools in Priority or Focus status, as well as self-identified ESCs, districts, and schools, in the implementation of scientifically-based strategies in the areas of leadership, literacy/reading and math, PBSS/social, emotional, and behavioral interventions, RtI²/Data-based Problem Solving, co-teaching, recruitment and retention, and other content areas. A summary of our First No-Cost Extension activities and progress related to the federal OSEP/SPDG Program Measures and Arkansas SPDG Project Measures is provided below.

Federal SPDG Program Measures

The AR SPDG has three initiatives within which evidence-based professional development is provided to support the attainment of specific competencies in the areas of effective instruction (especially for students with disabilities), literacy, and behavior: the AR Co-Teaching Project, Arkansas Adolescent Literacy Intervention Strategic Instruction Model (AALI SIM), and the Positive Behavioral Support System (PBSS) Facilitator PLC initiatives.

The AR SPDG also addresses teacher retention and recruitment. As such, this report includes data and narrative for SPDG Program Measure 4 in addition to reporting on Program Measure 1 (effective professional development practices), Program Measure 2 (implementation fidelity), and Program Measure 3 (ongoing TA activities) for the three initiatives cited above.

This SPDG Report provides the information and data requested by OSEP relative to these four Program Measures. Given that our project reported on the Program Measures in the past three annual reports, SPDG staff have updated the worksheets for Program Measure 1 to capture work completed during this reporting year. Worksheet responses for this year's report is supplemental to the materials submitted with the previous reports reflecting a cumulative evidence effort. Updated worksheets are in Appendix A, B, and C.

Highlighted Outcomes for the Arkansas SPDG Project Measures

Establishing an Integrated Statewide Professional Development Network

- Using Google analytics, hits, web traffic and data downloads were analyzed for the website (www.arstudentsuccess.org) from March 1, 2014 through September 1, 2015. In total, there were 72,580 pageviews in Year 6.
- Web analytics were also analyzed for the math interventions matrix (www.mathinterventions.org) from March 1, 2014 through September 1, 2015. There were 65,476 pageviews in Year six.
- The literacy intervention project has been completed at this point. The outcomes of this project are being used to provide professional development modules and workshops on how to unpack the Arkansas Common Core Standards, as well as a new K-12 literacy intervention tool that will update the current Literacy Matrix that is on the SPDG website.
- Professional development partnerships were established or maintained with 10 ESCs. These partnerships ranged from broad, overview presentations to some very specialized professional development requests.
- During SPDG Year 6, there were a total of 33 ESC training sessions involving 889 professionals.
- As of September 2015, a total of 25 parent mentors have been recruited and trained in target districts across the state. During Year 6, a total of 71 trainings were conducted by these CPRC/PTI trained Parent Mentors.

Strategic Monitoring, Planning, and Implementation of Scientifically-Based Interventions/Strategies to Meet Identified Needs of Target Schools

- During SPDG Year 6, there were a total of 19 LEA training sessions involving 585 local school district professionals.
- The RtI²/SPRINT process was part of the on-site consultation services provided to 1 participating LEA that completed a SPDG Request for Services and the follow-up Plan-for-Planning process.
- There were 12 co-teaching training sessions provided during Year 6 of the SPDG.

Recruitment, Training, and Capacity Building to Achieve 100% Fully Licensed Special Education Teachers and Increased Retention for Special Education Teachers

- During 2014 - 2015 school year, there were 4581 licensed special education teachers serving children with disabilities in Arkansas. Of these, 4196 (91.60%) were highly qualified and 385 (8.40%) were not highly qualified. This was an increase of .84% in the number of special education teachers that were highly qualified from 2013-2014.
- A total of 94 first or second year special education teachers attended sessions by SPDG staff in the areas of literacy, classroom management, accommodations/modifications, and differentiated instruction.
- Of the 25 special education teachers that attended the initial training session in February 2012, 15 are still teaching special education, one in general education, two are not teaching, and seven could not be located.
- Current data collected for the Spring 2013, Summer 2013, and Fall 2013 semesters from the Arkansas Department of Higher Education (ADHE) indicates there were 11 university teacher education programs that produced 258 individuals who completed programs of study in Special Education. This is an increase of 33% from last year.
-

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: State Personnel Development Grant

FUNDING SOURCE: Arkansas Department of Education October 1, 2015

COMPETITIVE GRANT: YES NO X

RESTRICTED: X NON-RESTRICTED:

PARTICIPATING DISTRICTS: State of Arkansas

Name	Years at	Degree	Position
Jenifer Gonzales	6	M.S	Grant Director
Yvonne Furniss	8 months	M.S.	Educational Consultant
Lorena Harper	8 months	B.A.	Administrative Assistant

On October 1, 2015 the Arkansas Department of Education was awarded a new State Personnel Development Grant (SPDG) from the U.S. Department of Education Office of Special Education Programs. The SPDG will directly support the ADE SSIP targeted districts and build upon the Response-to-Intervention (RTI) Arkansas initiative, which is a multi-component, general education model designed to identify students who may be at risk academically or behaviorally, offer support, and monitor progress. The five-year grant will be used to develop RTI literacy and behavior resources and tools, including professional development and technical assistance, that co-ops, districts, and schools can utilize to assist all students, especially students with disabilities.

Grant Goals

- Develop statewide RTI literacy and behavior resources and tools.
- Increase the capacity of regional and district teams to deliver high quality RTI professional development and technical assistance to support implementation fidelity of evidence based instructional practices within schools.
- Improve educators' ability to implement evidence based literacy and behavior support practices.
- Improve literacy and behavior outcomes for students.

The SPDG will work with Little Rock School District for the entirety of the grant and will also scale up to additional districts in year two of the grant. The protocols and resources utilized and developed by the SPDG will align and support the implementation plans outlined in the ESEA Flexibility Plan for schools in school improvement. The SPDG has three main partners that will support the work in targeted districts:

- The American Institute of Research and will provide RTI support and resources
- Arkansas State University's Center for Community Engagement (CCE) will provide support to implement a multi-tiered system of support for behavior
- The Parent Training and Information Center will provide parents with an understanding of RTI and their role in supporting their child

Update on Statewide RTI Resource Development

- The SPDG in partnership with the ADE Curriculum and Instruction Unit has
 - created a statewide RTI Advisory Team. The purpose of the Advisory is to more
 - effectively address statewide RTI Implementation including identifying strengths
 - and barriers, guiding implementation, and supporting effective communication.
 - The Advisory met on March 1, 2016 and will continue to meet quarterly in Little
 - Rock. The Advisory will provide an opportunity for feedback on implementation
 - challenges, professional development, and guidance documents.
- Arkansas State University will develop three AETN Modules (Positive Behavioral Interventions and Supports (PBIS) Overview, PBIS Leadership, basic classroom management). They will also develop mini modules (short videos with resources) that guide districts through PBIS implementation.
- American Institute of Research is currently developing longer professional development modules. They are finishing an RTI Overview module that will be
 - used to train district implementation teams and other state level/regional
 - specialists. They are also working on a RTI screening module and a RTI
 - Leadership Module.
- SPDG is working on a role and function document for the State, Regional, and District Implementation Teams. This document will outline what the role and function of each team in regards to how they support RTI work through the SPDG.
- The SPDG is working closely with the ADE School Improvement Unit to align resources to support Little Rock School District (LRSD).

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: Community Health Nurse

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Cassie Lewis			Community Health Nurse

GOAL:

The focus of the position is population based health activities that impact children and communities. The CHNS works with schools, community coalitions, health care providers, and Hometown Health regional teams to protect and improved the health of the community. A key focus is working with schools and communities to incorporate the elements of CDC's Nine Best Practices for a comprehensive tobacco control program. Also, the CHNS provided technical support and assistance to implement CSH (Coordinated School Health) in schools. CSH programs are designed to meet the physical, social and emotional needs of all students, in order for students to become healthy and productive adults in their communities.

PROGRAM SUMMARIES: The CHNS (Community Health Nurse Specialist) is employed by Arkansas Department of Health and is housed at the Regional Health Office in Forrest City, Arkansas with office space also provided at the Great Rivers Education Service Cooperative in Helena, Arkansas. The position is funded through the Master Tobacco Settlement dollars initiated by Act 1. This is a collaborative effort between Arkansas Department of Health, the Arkansas Department of Education and Great Rivers Education Service Cooperative.

Five counties are serviced by this position. These counties include St. Francis, Lee, Phillips, Monroe and Crittenden counties.

In addition to focusing on the improved health of the community, the CHNS also:

- Provides technical support and health education to schools and communities on public health issues affecting the public
- Abides by the Arkansas Department of Health policies and procedures
- Works under direct supervision of the CHNS Supervisor with input from the Education Cooperative's Director
- Receives performance evaluation by the Arkansas Department of Health CHNS Supervisor

The CHNS collaborates with and works closely with the schools to provide technical assistance for integrating nutrition and physical activity into the overall curriculums, and offering guidance to the Nutrition Physical Activity Advisory Committees. Also, guidance and assistance is offered to schools that need assistance with School Index process. Health screening training is provided for new school nurses as needed. Other health related trainings are provided for all School Nurses serviced by the GRESC service area.

Great Rivers Education Service Cooperative

2015-2016

PROGRAM: ACT Aspire

FUNDING SOURCE:

COMPETITIVE GRANT: YES NO X

RESTRICTED: NON-RESTRICTED: X

PARTICIPATING DISTRICTS: Barton/Lexa, Brinkley, Clarendon, Forrest City, Helena/West Helena, KIPP Delta, Lee County, Marvell/Elaine, Palestine/Wheatley, West Memphis

Name	Years at Cooperative	Degree	Position
Staff			Staff

GOAL AND DESCRIPTION: Program Name: ACT Aspire

Competitive Grant Yes - No - X

Goals and Description:

Great Rivers Education Service Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Great Rivers Education Service Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists, as well as the GT specialist, provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

G_{UY}

F_{ENTER}

E_{DUPLICATION}

S_{ERVICE}

C_{OOOPERATIVE}

MAKING A DIFFERENCE



**ANNUAL REPORT
OF ACTIVITIES
2015-2016**

Roy Hester, Director

“Serving the Schools, Serving the Children”

Table of Contents

Table of Contents	2
Letter from the Director	3
Mission Statement	4
State Map of Cooperative	5
Western Arkansas Education Service Cooperative Board of Directors	6
Western Arkansas Education Service Cooperative Teacher Center Committee	7
ESC Annual Report	8
Program Summaries	18
Special Projects	51
Professional Development Activities	57

*Roy Hester, Director
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*Guy Fenter
Education Service Cooperative*

Director's Annual Letter

The Guy Fenter Education Service Cooperative has served the schools of Western Arkansas for 33 years. I have recently completed my first year as the Director and I am thoroughly excited about all the ways in which we assist with the education of the students of Western Arkansas. I have been both pleased and excited to be involved in this outstanding program that assists local school districts with the education of their students and staff as well as assisting districts in the maximization of their limited funds through Co-op activities.

This report of activities was prepared by the Co-op staff for the purpose of informing our member schools, the ADE and others, about the services that are provided by the Co-op and to satisfy the requirements of Act 349 of 1985. I feel very confident that it satisfies those objectives.

Roy Hester

Director, GFESC

Guy Fenter Education Service Cooperative

Mission Statement

The mission of the Guy Fenter Education Service Cooperative is to assist the member schools in more effective and more equitable use of their shared resources and to provide shared services for the better education of their children and youth.

General Goals

Service desires of the local school districts shall be the paramount influence on the design of the cooperative's services programs. Such programs will also be influenced by the State Department of Education's desire to make services available to local districts through the cooperative.

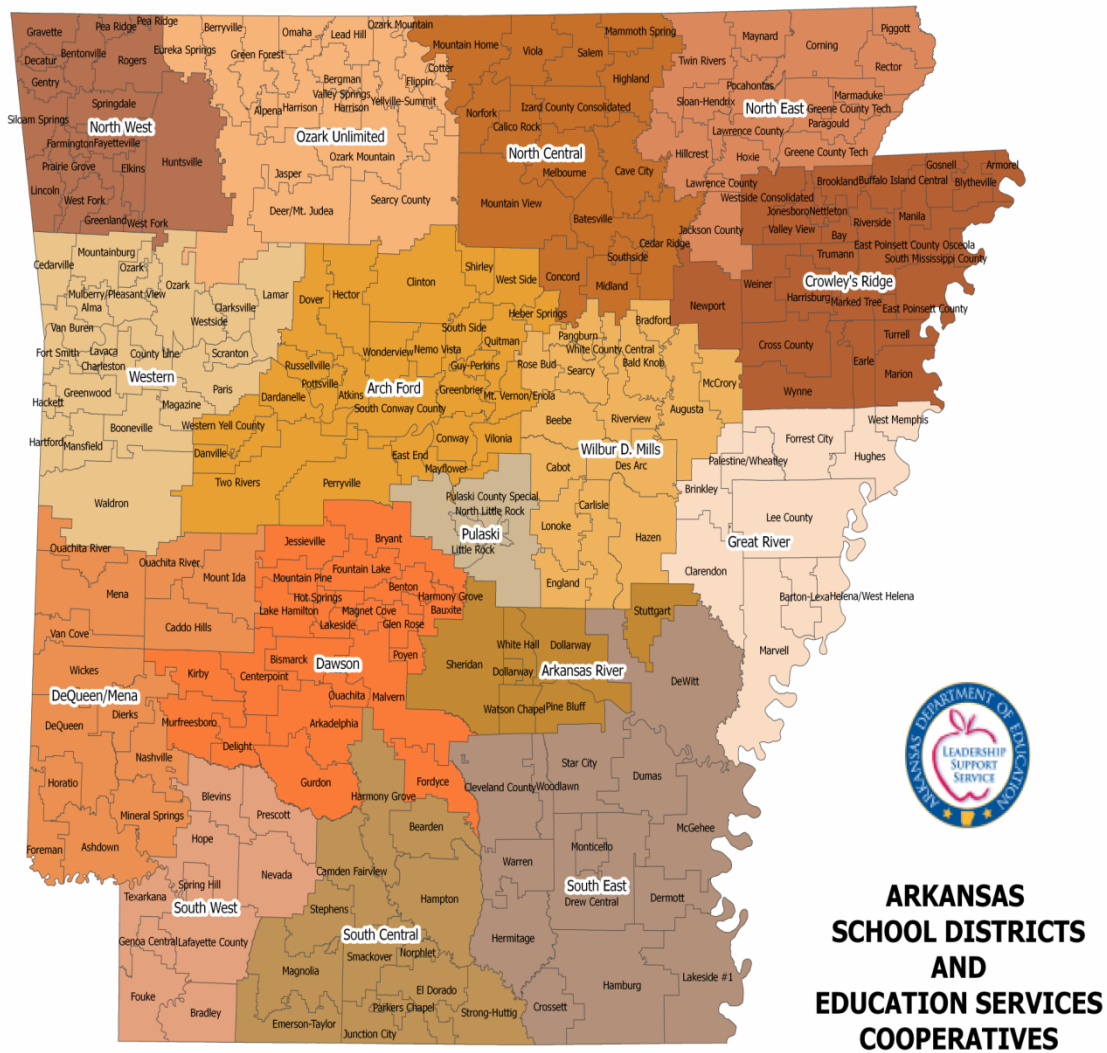
The cooperative shall endeavor to provide requested services more economically and/or more effectively than the same services could be provided on an individual district basis.

The cooperative shall strive to make services to all interested districts as equally accessible as possible.

Communications and Coordination

The cooperative shall work with its local school districts, with other cooperatives and the State Department of Education to improve communication and coordination through the Arkansas network of local school districts.

This cooperative shall constantly strive to reflect the wishes of the local districts' representatives in its operation, consistent with the applicable provisions of statutes and state regulations.



The Guy Fenter Education Service Cooperative serves the following counties:

- Crawford
- Franklin
- Johnson
- Logan
- Scott
- Sebastian

Guy Fenter Education Service Cooperative

School Districts served in Guy Fenter Education Service Cooperative:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett/Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Officers of the Board

Name	Position	County
Kerry Schneider	Chair	Crawford
Jim Ford	Vice-Chair	Franklin
Dr. Jim Bridges	Executive Committee	Logan
Dr. Benny Gooden	Executive Committee	Sebastian
Dr. David Hopkins	Executive Committee	Johnson
William Pittman	Executive Committee	Scott/Sebastian
David Woolly	Executive Committee	At-Large

Members of the Board

Name	Position	School District
David Woolly	Board Member	Alma
John Parrish	Board Member	Booneville
Dr. Dan Foreman	Board Member	Cedarville
Jeff Stubblefield	Board Member	Charleston
Dr. David Hopkins	Board Member	Clarksville
Taylor Gattis	Board Member	County Line
Dr. Benny Gooden	Board Member	Fort Smith
John Ciesla	Board Member	Greenwood
William Pittman	Board Member	Hackett/Hartford
Jay Holland	Board Member	Lamar
Steve Rose	Board Member	Lavaca
Brett Bunch	Board Member	Magazine
Robert Ross	Board Member	Mansfield
Dennis Copeland	Board Member	Mountainburg
Dana Higdon/ Dr. Lonnie Meyers	Board Member	Mulberry/Pleasant View Bi-County
Jim Ford	Board Member	Ozark
Wayne Fawcett	Board Member	Paris
Dr. Jim Bridges	Board Member	Scranton
Dr. Harold Jeffcoat	Board Member	Van Buren
Gary Wayman	Board Member	Waldron
Shane Gordon	Board Member	Westside

Guy Fenter Education Service Cooperative 2015-16 Teacher Center Committee

Committee Member	District	Position	Expires
Anna Tharel	Booneville	Elementary Teacher	8/2016
Stacie McLellan	Hartford	Elementary Teacher	8/2018
Cathy Reese	Cedarville	Elementary Teacher	8/2016
Gaylon Scharbor	Magazine	Elementary Teacher	8/2017
Darla Jeffrey	Waldron	Elementary Teacher	8/2019
Katrina Vigil	County Line	Elementary Teacher	8/2019
Cindy Linker	Hackett	Middle/JH Teacher	8/2017
Vickie Pannell	Westside	Middle/JH Teacher	8/2016
Leigh Vonderheide	Scranton	Middle/JH Teacher	8/2017
Brandi Crumsine	Mulberry/Pleasant View	Middle/JH Teacher	8/2019
Karen Allen	Van Buren	Middle/JH Teacher	8/2016
Teresa Inman	Paris	High School Teacher	8/2016
Linda Vest	Ozark	High School Teacher	8/2019
Melissa Lybyer	Mansfield	High School Teacher	8/2017
Diann Voeller	Mountainburg	High School Teacher	8/2017
Mary Ann Johns	Fort Smith	Elementary Administrative	8/2016
Melissa Moore	Charleston	Elementary Administrative	8/2016
Charlotte Wilson	Clarksville	Middle/Jr High Admin	8/2015
Jerry Valentine	Alma	High School Administrative	8/2016
Steve Rose	Lavaca	Superintendent/Supervisory	8/2017
Jay Holland	Lamar	Superintendent/Supervisory	8/2019
John Ciesla	Greenwood	Superintendent/Supervisory	8/2016

Guy Fenter Education
Service Cooperative
2015-2016

Arkansas Department of Education...

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: May 31, 2015

LEA# 24-20

ESC#

ESC NAME: Guy Fenter Education Service Cooperative

ADDRESS: 3010 East Hwy 22, Branch, AR 72928

PHONE NUMBER: 479-965-2191

DIRECTOR: Roy Hester

TEACHER CENTER COORDINATOR: Cheryl Ziegler

NAMES OF COUNTIES SERVED: Crawford, Franklin, Johnson, Logan, Scott, Sebastian

NUMBER OF DISTRICTS: 21

NUMBER OF STUDENTS: 44,088

NUMBER OF TEACHERS: 3,628

I. GOVERNANCE:

A. How is the co-op governed? Board of Directors ___ Executive Committee X

How many members on the Board? 21

Executive Committee? 7

How many times did the Board meet? 11

Executive Committee? 7

When is the regular meeting?

3rd Friday of each month

Date of current year's annual meeting:

October, 2016

B. Does the co-op have a Teacher Center Committee? YES X NO ___

If yes, then:

How many are on the Teacher Center Committee? 22

How many members are teachers? 15

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? As scheduled (three times per year)

C. When was the most recent survey/needs assessment conducted? On-going on our website

D. Have written policies been filed with the Arkansas Department of Education?

Yes X No ___

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

S=State, F=Federal, H=Head Start, M=Medicaid, P=Private Funding, B=Base Funds, D=District Allocations

*	Last Name	First Name	Position	Funding Source	New Hire	Resigned
	Baldwin	Shelli	Early Childhood Speech Pathologist	S		
	Bayan	Diahann	Early Childhood Paraprofessional	F		
	Binz	Sandra	Business Manager	B		
	Black	Jennifer	Migrant Health Nurse/Recruiter/Advocate	F		
	Brittian	Lauren	Early Childhood Paraprofessional	F	08/28/15	09/10/15
	Brown	Jessica	Migrant State Database Manager/Recruit Coordinator	F		
	Bynum	Elda	Professional Development Clerk	D		
	Carr	Janet	Early Childhood Teacher	D		
	Carson	Patricia	Literacy Specialist	S		
	Choate	Dora	Migrant Advocate/Recruiter	F		
	Churchman	Elizabeth	Early Childhood Teacher	S	08/10/15	
	Cobb	Amber	Gifted & Talented Supervisor	D/S		
	Coleman	Angie	Early Childhood Speech Pathologist	S		
*	Cruce	Pam	APSCN FMS			
	Debes	Ashley	Early Childhood Teacher	S		
	Dedmon	Sara	Early Childhood Paraprofessional	F	11/30/15	05/27/16
	Dunmire	Judy	Math Specialist	S		
	Farris	Carrie	Early Childhood Paraprofessional	F	03/04/16	
	Frias	Millie	Migrant Advocate/Recruiter	F		
	Gentry	Megan	Early Childhood Paraprofessional	F	11/10/15	
	Hammonds	Alicia	Early Childhood Speech Pathologist	D		
	Hampton	Jennifer	Literacy Specialist	S		
*	Harris	John	ADE School Improvement Supervisor			
	Haynes	Gina	Receptionist/Secretary/Migrant & Tech Support	B/F		
	Hertlein	Trena	Early Childhood Teacher	S		
	Hester	Roy	Director	B	07/01/15	
	Huff	Elizabeth	Early Childhood Teacher	S		
*	Hurst	Marshal	LDC/MDC Director			
	James	Joanna	Early Childhood Paraprofessional	F	02/24/16	
	James	Mindy	Early Childhood Speech Pathologist	D		
	Kelley	Cynthia	ESVI Administrative Assistant	F		
	Lamb	Patricia	Early Childhood Paraprofessional	F		
*	Lipe	Sherry	APSCN SMS			

Malone	Rocci	Leadership Development Coach	S	04/01/16	
McClure	Melinda	Bookkeeper	B/F		
Mefford	Jessica	Early Childhood Paraprofessional	F	02/24/16	04/05/16
Miller	Stacy	Early Childhood Paraprofessional	F	10/20/15	05/27/16
Morton	Douglas	Technology Coordinator	S		
Nichols	Harvie	Information & Consultation Specialist	D		
Nicklin	Christi	Early Childhood Speech Pathologist	S		
Ousley	Tisha	Early Childhood Coordinator	S		06/30/16
Patton	Rachel	Early Childhood Paraprofessional	F		07/28/15
Peck	Sheila	Migrant Director	F		
Phelps	Carin	Early Childhood Paraprofessional	F	02/24/16	
Roper	Davina	Early Childhood Speech Pathologist	D/S		
Schneider	Lorrie	Inventory/Purchasing/Admin Assistant	B/D/S		
Scroggins	Micah	Migrant Education Advocate	F	09/21/15	
Sidwell	Liz	Literacy Specialist	S		Retired 06/30/16
Speaks	Haley	Early Childhood Paraprofessional	F	02/24/16	03/18/16
Thornton	Savanna	Early Childhood Paraprofessional	F	08/17/15	
Turner	Jennifer	Career & Technical Ed Coordinator	S/F		
VanMeter	Pam	Professional Development Administrative Assistant	D		Retired 06/30/16
Varnell	Curtis	Science Specialist	S		
Wallace	Loretta	Behavior Support Specialist	F		08/24/15
Whipkey	Mary	Early Childhood Teacher	S	08/20/15	10/14/15
Whitman	John	CTE Accountability Specialist	F		
Woodard	Pamela	Early Childhood Teacher	S		
Young	Angyln	ESVI Coordinator	F		
Ziegler	Cheryl	Teacher Center Coordinator	B		

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

- A. Does the co-op provide media services to schools? YES [] NO [X]

If yes, then:

Approximate the number of titles in media center: 0

Does the co-op provide delivery to the districts? YES [] NO [X]

How many districts participate in the media program? n/a

How many titles (including duplicate counts) were provided to schools during this current year? n/a

Do districts contribute dollars to the media services? YES [] NO [X]

If yes, then:

How are media / technology charges per district determined (formal or per ADM)? Please describe: N/A

Does the co-op operate a “make-and-take” center for teachers? YES [X] NO []

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once. 92

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- [X] Cooperative purchasing
- [X] Planning assistance
- [X] Special education services
- [X] Gifted and talented assistance
- [X] Grant writing assistance
- [X] Personnel application
- [X] Evaluation procedures
- [X] Migrant student Identification
- [X] Bookkeeping assistance
- [X] Technology training
- [X] Curriculum alignment
- [X] Business Management training
- [X] Computer technician
- [X] Dyslexia Training
- [X] E-Rate applications
- [X] Assessment data analysis
- [X] Instructional facilitator training

- ☒ Math coaches training
- ☐ TARGET interim assessments
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and local board members
- ☐ Other (please specify)
- ☒ Teacher Evaluation and Support System (TESS)
- ☒ Common Core State Standards (CCSS)

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☐ Student assessment program
- ☒ Itinerant teachers – please list areas: Early Childhood
- ☒ Occupational therapy and physical therapy
- ☒ Computer-assisted instruction
- ☒ Mentor programs
- ☒ Gifted/talented programs: 21 participating districts
- ☒ Video instruction
- ☒ Speech therapist
- ☒ Low incidence handicapped
- ☒ Other (Please specify):
Early Childhood Special Education 3-5 years of age, Behavioral
Intervention Consultants, Nursing Services

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Bloomboard provided software to score, track, and store evidences and designed an assessment system to accurately and consistently apply the Danielson rubric for teaching performance. The Guy Fenter Cooperative will offer two FOCUS support sessions for administrators between June and September, 2016 as well as three trainings on all Domains of the Danielson rubric. The Arkansas Department of Education provided training for administrators at each cooperative on coaching and Professional Growth Plans, Scripting, and Specialty Rubrics during the fall of 2015. Additionally, two representatives from each cooperative participated in an extended training that began in the fall of 2014 and will continue to support administrators through the coaching process for TESS. The

Common Core State Standards (CCSS) and PARCC Frameworks

Work with the Common Core State Standards (CCSS) and how they tie to the new Arkansas standards as well as ACT Aspire assessments in the Guy Fenter Education Service Cooperative (GFESC) region began with trainings with district staff. These focused trainings partnered up small districts so that discussions on implementation could occur across grade levels and disciplines.

Guy Fenter Migrant Education Program

The Guy Fenter Migrant Education Program (MEP) is funding summer services for MEP students who have academic needs in literacy and math in the following districts: Alma, Danville, Dardanelle, Russellville, and Waldron – literacy lessons and online MYON reading program. (approximately 50 students)

Clarksville, Clinton, Fort Smith, Van Buren – math site based summer school (approximately 200 students)

About twenty (20) students are enrolled in classes to improve their English. Two high school students are enrolled in summer programs to recover credits.

Eight migrant students are attending Close Up Washington, an opportunity for students to experience their government in action and consider what role they, as students, play in our democracy.

Fourteen students attended the Arkansas Migrant Student Leadership Academy the 4-H Center in Ferndale, and sixty (60) students attended a college day and financial aid workshop at ATU Ozark, and nine (9) at UACCM.

The GFMEC funded tutors to work with the seventy-two (72) migrant students in the Clarksville after school tutoring program.

For all districts that have only a few migrant students, a MEP staff member makes periodic visits to assist those students as needed with our MYON online literacy program, and as MEP secondary mentor.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 1
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 13
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 1
Native Hawaiian or Pacific Islander 0

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 0
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 12 (2 retired, 9 resigned, 1 position discontinued)
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0
Native Hawaiian or Pacific Islander 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 2
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2015-2016 school year:
For this number above, please provide the number in each of the following racial classifications:

White 38
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0
Native Hawaiian or Pacific Islander 0
Unknown 0

Guy Fenter Education Service
Cooperative
2015-2016

Program Summaries...

Program: Accounting

Funding Source: Base

Competitive Grant ☐ Yes ☒ No ☐ Restricted ☒ Non-Restricted

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel

Name	Position	Degree
Sandra Binz	Business Manager	
Melinda McClure	Bookkeeper	

Goal

Provide financial support to all programs and participating districts of the Cooperative.

Program Summary

2015– 2016 Funding Source State/Local Funding

State/Local Programs	Amounts	Federal Programs	Amounts
APSCN	\$ 7,200.00	ARMAC	16,880.37
Basic Funding	408,618.00	Behavior Support Specialist	107,176.92
Carl Perkins Workshop	1,000.00	Carl Perkins	344,964.00
Career & Tech Ed Coordinator	50,000.00	CP-Supp-Improvement	2,000.00
G/T LEA	36,750.00	Educ Svc for Visually Imp	153,972.58
G/T State	28,500.00	Math/Science Partnership	127,688.10
G/T AP	6,750.00	Migrant	1,319,736.07
Information Specialist	16,000.00	Preschool Federal	86,176.37
Leadership	75,946.00		
LDC/MDC	9,905.11		
Literacy Specialist	259,500.00		
Math Specialist	86,500.00		
Nurse Workshops	905.00		
Preschool LEA	183,200.00		
Preschool State	648,145.31		
Science Workshops	17,663.72		
Science Specialist	86,500.00		
Special Ed Extended Year	2,220.00		
Staff Dev Workshop/PDC	203,882.00		
Technology State	75,000.00		
Teacher Center	1,168.62		

Program: ADE/APSCN Financial Management Systems Field Analyst

Funding Source: Arkansas Department of Education

Competitive Grant Yes___ No X

Restricted X **Non-restricted** ___

Participating Districts:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Guy Fenter Coop, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

Personnel:

Pam Cruce, APSCN Financial Field Analyst

Goal:

To provide end-user support to district financial users of the Arkansas Public School Computer Network Financial Management System, convert schools to new APSCN FMS software, and help with meeting Federal and State reporting requirements.

Program Summary:

The APSCN Financial Field Analyst provides services to districts within Arkansas that utilize the Arkansas Public School Computer Network Financial Management System software. APSCN FMS software is used primarily to process and record financial transactions. The Pentamotion financial management systems applications provided by APSCN include the following integrated modules: Fund Accounting, Human Resources, Fixed Assets, Budget Preparation, Personnel Budgeting, Purchasing and Warehouse. The APSCN Financial Field Analyst provides technical, and accounting assistance for all of the modules. The Analyst also provides technical and practical assistance for Monthly Reporting, Financial Report Cycles. Various trainings offered throughout the year include, but are not limited to, changes to Federal and State reporting requirements, training and support new school financial personnel, Financial Cycle Reporting, Fiscal Year End, and Calendar Year End. And converting schools to new APSCN FMS software.

PROGRAM: ADE/APSCN Student Management Systems Field Analyst

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside,

PERSONNEL:

Sherry Lipe, APSCN SMS Field Analyst, Associates

GOAL:

To provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide guidelines.

PROGRAM SUMMARY:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is a computer software used primarily to process and maintain student records. The SunGuard student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Transcripts, TAC, HAC, Cognos, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling and Year End Rollover.

MAJOR HIGHLIGHTS OF THE YEAR:

- **Training of the eSchool Software**
- 30 Total Training/Workshop Days at Western Co-op
- 14 Visits to various districts to assist with training or help with problems.

PROGRAM: ADE Office of Educator Effectiveness Training

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes___ No X

RESTRICTED FUNDING X **NONRESTRICTED FUNDING** _____

PARTICIPATING DISTRICTS: Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

PERSONNEL: Cheryl Ziegler, Teacher Center Coordinator, M.Ed.

PROGRAM SUMMARY:

Western Arkansas Education Service Cooperative held trainings for Project Director Updates during the summer and fall of 2016.

Mentor trainers attended recalibration training in May of 2016 and are scheduled to begin providing sessions throughout the Guy Fenter Cooperative region in June, 2016. Mentor training provides understanding of the elements of the mentor process and how to utilize the Moodle and BloomBoard online systems for gathering and reporting information to the state. The mentors/mentees will be utilizing the Survive and Thrive learning modules via Moodle. The program at the Guy Fenter Cooperative will continue to support participating districts in creating and sustaining a successful mentoring program for new teachers in the profession.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between mentoring and TESS (Teacher Effectiveness Support System)
- Use BloomBoard
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

PROGRAM: ADE School Improvement Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X NON-RESTRICTED ___

PARTICIPATING COUNTIES:

Crawford, Johnson, Scott, Polk, Franklin, Logan, Sevier, Montgomery, Howard, Little River, Sebastian

PERSONNEL: John Harris, ADE Area School Improvement Specialist; M.A. Educational Leadership

GOAL:

To facilitate school improvement efforts in local districts and schools. 1) Concentration of Arkansas Flexibility Waiver school improvement schools that have Priority or Focus status in student achievement; 2) Provide Technical Assistance to local schools and districts related to ACSIP planning and implementation; 3) Support /Assist local school districts with schools in Flexibility Waiver Needs Improvement status with their school improvement efforts; 4) Support/Assist local school districts develop/implement systematic and sustainable school improvement; 6) Support/Assist local school districts research, development, and/or the acquisition of additional resources related to their ACSIP and school improvement efforts (both internal and external); 7) Act as a broker of resources/point of contact between the local school district the ADE related to the Statewide System of Support (SSOS) and federal/state funding.

PROGRAM SUMMARY:

School Improvement Specialists assist with all areas of the Arkansas Flexibility Waiver School Improvement Process and implementing the ACSIP, including the Federal Program application and approval process; providing assistance with regulations and laws, responding to technical assistance requests from districts and schools; disseminating information as requested; cooperating with and participating in professional organizations. In addition to these responsibilities, the specialists conduct on-campus visits to assigned schools and monitor school programs.

MAJOR HIGHLIGHTS OF THE YEAR:

- The School Improvement Specialist (SIS), in conjunction with the State Support Team (SST), provides direct assistance to Priority Improvement Schools in the assigned area to create a Priority Improvement Plan to address school improvement needs. In addition, the SIS provides assistance to identified Focus schools to create a Targeted Improvement Plan to address school improvement needs.
- The statewide system of support (SOS) made up of a school improvement advisor and GFESC/STEM Center team members provided academic and instructional support for eight GFESC school districts in specialized services, professional development, and technical support.

PROGRAM: Arkansas Transition Services

FUNDING SOURCE: Federal Grant

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X NON-RESTRICTED ___

PARTICIPATING DISTRICTS:

NWAESC – Arkansas Arts Academy, Bentonville, Classical Academy, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

OUR – Alpena, Bergman, Berryville, Cotter, Deer/Mt. Judea, Eureka Springs, Flippin, Green Forest, Harrison, Jasper, Lead Hill, Omaha, Ozark Mountain, Searcy County, Valley Springs, Yellville/Summit

GFESC – Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

PERSONNEL:

Paul Johnston – Transition Consultant - MM-UA Fayetteville, BSE-Missouri State University, AAS-UA Fort Smith

GOAL:

To provide district, regional, and state-wide trainings throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

PROGRAM SUMMARY:

Arkansas Transition Services (ATS) is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Arkansas Department of Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. We provide technical assistance, trainings and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Our services are provided at no cost.

MAJOR HIGHLIGHTS OF THE YEAR:

State Level

- Arkansas Transition Services held two Cadre meetings in Little Rock where the local teams came together to receive professional development in transition assessments, student focused planning, practice profiles, agencies, and post school options. These events provided opportunities for continued team planning and networking.
- ATS is continuing the pilot of the State Toolkit for Examining Post-School Success (STEPSS). It is a web-based, data-based decision making tool designed to support state departments of education in disseminating and using data related to secondary transition (SPP Part B Indicators 1, 2, 13, and 14) to improve in-school transition programs for youth with disabilities. STEPSS training were held in June 2015 with eight districts attending in order to pilot the program beginning this past fall. One district from NWAESC (Rogers) and one district from GFESC (Greenwood) are participating.
- The Arkansas Interagency Transition Partnership (AITP) will hold the fourth annual AITP Summer Connections as a way for district personnel around the state to learn about a variety of agency services. We will be including a panel of employers of people with disabilities to discuss their experiences and expectations of working with people with disabilities.
- The AITP has developed, printed, and handed out to schools, a Resource Guide. These guides were developed for schools and agencies to give to parents as a way to help increase parental awareness of the importance of transition and resources to help with transition as early as possible.
- This year will be the 10th annual College Bound Arkansas. This is a yearly event held in collaboration with University of Central Arkansas. It is a three day residential program intended to increase student's knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level.
- State Level Organizations Served:
 - AITP - Executive Committee
 - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
 - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Coop Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. These fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - NWAESC
 - Benton County Transition Fair (Bentonville, Rogers) – 100 plus attendees
 - Springdale Transition Fair – Over 400 students, 40 teachers, and 30 parents.
 - Gentry Transition Fair – 100 plus attendees
 - GFESC
 - Greenwood Transition Fair (Greenwood, Lavaca, Mansfield, Hackett, Hartford) – 100 plus attendees
- Focused Transition Nights
 - GFESC – Greenwood has continued with Focused Transition Nights this year. These are for parents/families to get specific information on things like the Arkansas Work Incentives (Project AWIN), and Medicaid Waiver program.
- Coop Trainings – 3 trainings were offered over the past summer.
 - Transition Toolkit, Student Driven Transition Planning, and Preparing Middle School Students as They Consider Going to College.
 - 50 attendees
 - NWAESC – Elkins, Springdale, Bentonville, Gentry, Siloam Springs, Greenland, Arkansas Classical Academy, Gravette, Arkansas Arts Academy, St. Paul
 - OUR – Searcy County, Harrison, Green Forest, Ozark Mountain District, Jasper, Flippin, Bergman
 - GFESC – Magazine, Lamar, Hackett, Mulberry/Pleasant View, Waldron, Mountainburg, Cedarville, Alma
- The Transition Requirements Review was given to 138 teachers
 - NWAESC – Lincoln, Huntsville, Rogers Heritage High, Bentonville
 - OUR – Lead Hill, Oark, Deer
 - GFESC – Greenwood, Mountainburg, Fort Smith, Johnson County Westside, Ozark

- Transition File Reviews – 4 districts
 - NWAESC – Huntsville
 - OUR – Harrison
 - GFESC – Johnson County Westside, Mountainburg
- Person Centered Plans – 2 students
 - GFESC – Ozark, Greenwood
- IEP meetings attended – 2
 - NWAESC – Huntsville
 - GFESC – Greenwood
- District Consultations – 6
 - NWAESC – Rogers, Arkansas Arts Academy
 - OUR – Lead Hill
 - GFESC – Fort Smith, Greenwood (2)
- New Transition IEP Paperwork Pilot Schools
 - NWAESC – Siloam Springs, Decatur, Gentry, Farmington, Classical Academy, Arkansas Arts Academy, Gravette
 - OUR – Berryville, Harrison
- Meetings regularly attended
 - AASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - AITP Board and General Membership Meetings
 - Child and Adolescent Service Program (CASSP) – Fort Smith Region
 - Project Search partners – Fayetteville Public Schools/Washington Regional Medical Center/Life Styles
 - Transition Team Meetings
 - NWAESC – Rogers
 - GFESC - Greenwood
- Other Groups presented to:
 - SEAS Conference – “Agency Connections”
 - AR-CEC Conference – “Going to College: What do all the laws mean?”
 - ESVI NWA Area Teachers – “Transition Overview”
 - UA Autism Symposium – “Final Panel of Professionals”
 - Capacity Building Institute, Charlotte, NC – “Beginning with the End in Mind: Helping Local Districts Plan Like We Do!”

PROGRAM: Career & Technical Education

FUNDING SOURCE: Carl D Perkins Funding

COMPETITIVE GRANT: Yes___ No x

RESTRICTED x NON-RESTRICTED ___

PARTICIPATING DISTRICTS:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Pea Ridge, Scranton, Waldron, Westside

PERSONNEL:

Jennifer Turner, Career and Technical Education Coordinator, MSE;
John Whitman, CP Accountability Specialist, BS.

GOAL:

The GFESC Carl Perkins Program promotes reform, innovation, and continuous improvement in vocational and technical education to ensure that students acquire the skills and knowledge they need to meet challenging State academic standards and industry-recognized skill standards, and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers.

PROGRAM SUMMARY:

The GFESC Carl Perkins Program addresses and provides assistance to develop high-quality programs that:

- integrate academic and vocational education
- promote student attainment of challenging academic and vocational and technical standards
- provide students with strong experience in, and understanding of all aspects of an industry
- address the needs of individuals who are members of special populations
- involve parents and employers
- provide strong linkages between secondary and postsecondary education
- develop, improve and expand the use of technology
- provide professional development for teachers, counselors, and administrators

The CTE Coordinator is required to write the annual application and distribute/spend the funding for area schools on indicator projects approved by the Arkansas Department of Career Education. Required reports, technical assistance, professional development, state start up grant writing, and administrative assistance are other duties provided by the program.

MAJOR HIGHLIGHTS OF THE YEAR:

The GFESC Carl Perkins Consortium hosted a Career fair entitled “Fear No Career” for approximately 2200 students. The event was located at Alma High School gym. Paul Vitale presented “Hero from Within.” Over 40 speakers shared their career information with students.

Through grant writing assistance from the program, the following schools received a total of \$287,323 in CTE state start-up grants:

Alma-Pre-Engineering

Booneville-HVAC-Construction Tech

Hackett-JH JAG

Magazine –CASE Animal Science-Ag

Mansfield – JH JAG

Mansfield-CASE Plant Science-Ag

Pea Ridge – Food Production-FACS

Pea Ridge-Small Business Operations-Business

Waldron - Automotive

PROGRAM: **Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital**

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes _____ No x _____

RESTRICTED Yes **NONRESTRICTED** _____

PARTICIPATING DISTRICTS:

Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside,

PERSONNEL:

Cathi Swan, Superintendent –State Coordinator of Digital Learning, BSE, MSE
Mike Lar, Virtual Arkansas Director of Operations, BS, MBA, ED.D, ABD
Junior Stormes, Director of Technology, BS
John Ashworth, Virtual Arkansas Director of Academics, BSE, MSE
Lisa Russell, Team Digital Member, BSE
Gerard Newsom, Team Digital Member, BA
Rachel Schell, Team Digital Member, BS, MS
Ashley Pruitt, State Coordinator Administrative Assistant, BA
Alex Munn, Central Office Administrative Assistant, BA

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the

Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013.

www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- Presented at TICAL on the Future of Blended Learning
- Held statewide school consultations on the planning and implementation of Blended Learning
- Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed an Educational Cooperative Promotional Video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing/Promotional video for the Essentials of Computer Science and Computer Programming
- Presented at the 3rd Annual Data Conference

PROGRAM: PROGRAM: Educational Services for the Visually Impaired

FUNDING: ESVI is a statewide educational consultative service program administered by the Arkansas Department of Education, Special Education Unit.

STAFF:

- Anglyn Young, TVI/COMS, State Coordinator
- Cynthia Kelley, Secretary
- Marsha Holder, TVI/COMS, Educational Vision Consultant
- Diane Quick, TVI/COMS, Educational Vision Consultant
- Donna Hunt, TVI/COMS, Educational Vision Consultant
- Marsha Clark, TVI/COMS, Educational Vision Consultant
- Judy Lucius, TVI/COMS, Educational Vision Consultant
- Carolyn Hogue, TVI/COMS, Educational Vision Consultant
- Melanie Birthright, TVI/COMS, Educational Vision Consultant
- Sandee Pinkstaff, TVI/COMS, Educational Vision Consultant

PROGRAM GOAL: To provide consultation, direct and support services to students who are blind or visually impaired, to their parents and to the school, center and related staff.

PROGRAM DESCRIPTION: Vision Consultants travel statewide to provide assessments, consultations and recommendations for adaptations and modifications to meet the needs of students who are blind or visually impaired ages 3 through 21 in an educational program. Consultants also loan adaptive equipment to students and assist the Instructional Materials Center in loaning braille and large print textbooks to local school districts. Consultation, assessment, recommendations and instruction in the area of orientation and mobility is provided in the school and local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Regional vision consultants are funded through the following Education Service Cooperatives:

Guy Fenter Education Service Cooperative
Dawson Education Service Cooperative
Crowley's Ridge Education Service Cooperative
Southeast Arkansas Education Service Cooperative
Northcentral Arkansas Education Service Center
Southwest Arkansas Education Service Cooperative
Northwest Arkansas Education Service Cooperative
DeQueen-Mena Education Service Cooperative
Wilbur D. Mills Education Service Cooperative

ESVI's Central Office is located at:
1401 West Capitol Avenue
Victory Building, Suite 425
Little Rock, AR 72201

PROGRAM: Early Childhood

FUNDING SOURCE: State, Local, Federal

COMPETITIVE GRANT: Yes___ No X___

RESTRICTED ___ **NON-RESTRICTED** _X_

PARTICIPATING DISTRICTS:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Waldron, and Westside.

PERSONNEL:

Tisha Ousley, Early Childhood Coordinator
Angie Coleman, Speech-Language Pathologist
Elizabeth Churchman, Early Childhood Teacher
Trena Hertlein, Early Childhood Teacher
Mindy James, Speech-Language Pathologist
Trish Lamb, Paraprofessional
Christi Nicklin, Speech-Language Pathologist
Davina Roper, Speech-Language Pathologist
Pam Woodard, Early Childhood Teacher
Liz Huff, Early Childhood Teacher
Ashley Debes, Early Childhood Teacher
Jan Carr, Early Childhood Teacher
Shelli Baldwin, Speech-Language Pathologist
Megan Gentry, Paraprofessional
Diahann Bayan, Paraprofessional
Sara Dedmon, Paraprofessional
Savanna Thornton, Paraprofessional
Carrie Farris, Paraprofessional
Haley Speaks, Paraprofessional
Joanna James, Paraprofessional

GOAL:

- To provide special education and related services for children with disabilities from age three to six.
- To provide transition services from Early Intervention Services to Early Childhood Services, and from Early Childhood to School Age programs.
- To participate in a local interagency coordination council (ICC), and a special education advisory committee.

PROGRAM SUMMARY:

The Guy Fenter Education Service Cooperative Early Childhood Program provides special education

and related services to eligible children, ages three to six, under Individuals with Disabilities Education Act (IDEA).

Early childhood special education services are provided on an individual basis so that their developmental/educational needs are met. Services may include screening, evaluations, speech-language therapy, direct/consultative developmental instruction, behavior intervention, physical therapy, occupational therapy, and counseling. Special education services must be provided in the least restrictive environment. Services may be provided in homes, preschools, Head Start centers, early childhood operated classrooms, or on local school district campuses. All services are provided through a written Individualized Education program that details what each child's specific needs are, with the ultimate goal being to prepare that child for Kindergarten by bringing skills up to age level.

MAJOR HIGHLIGHTS OF THE YEAR:

1. 118 students returned in August.
2. December 1 Child Count was 206 students.
3. Transitioned more than 117 students to Kindergarten with special education services recommended.
4. More than 145 students received developmental screenings.
5. More than 303 developmental and/or speech evaluations completed

PROGRAM: Foster Grandparent Program

FUNDING AMOUNT: \$383,962.00

FUNDING SOURCE: Corporation for National and Community Service

COMPETITIVE GRANT: Yes - No - X

RESTRICTED FUNDING: X **NON-RESTRICTED FUNDING:**

PARTICIPATING DISTRICTS: Ashdown, Booneville, Charleston, Clarksville, Cossatot River, County Line, DeQueen, Dierks, Foreman, Fort Smith, Hackett, Hartford, Horatio, Howard County Children's Center, Lamar, Magazine, Mena, Mineral Springs, Murfreesboro, Nashville, Ouachita River, Ozark, Paris, Polk County Developmental Center, Scranton, Van Buren, Westside.

PERSONNEL: Terri Williams, Project Director
Nelda Scoggins, Volunteer Coordinator
Ann Frachiseur, Volunteer Coordinator
Tara Cartwright, Secretary

GOALS:

- Enable men and women 55 years and over to remain active and find ways to serve their community.
- Enable children with special needs to improve academically, developmentally, and socially.

PROGRAM SUMMARY:

The Foster Grandparent Program is a federally funded program whose purpose is to offer Senior Citizens, 55 years of age and over, the opportunity to serve as mentors and tutors for children with special needs. These senior volunteers provide 15 to 40 hours weekly service to community organizations such as schools and pre-schools.

MAJOR HIGHLIGHTS OF THE YEAR:

- Eighty-nine Foster Grandparents tutored and mentored 402 students from pre-school to 9th grade
- Ninety percent of students (End of Year Assessments received as of April 30, 2015) assigned to a Foster Grandparent showed marked improvement in their areas of delay
- Forty-eight hours of annual in-service was provided to each Foster Grandparent enrolled in the program

- Thirty-five Foster Grandparents attended the annual Arkansas Foster Grandparent Program's three day training conference at DeGray Lodge in June, 2015
- Seventy-one Foster Grandparents and three staff made 73 blankets and delivered them to Cancer Centers throughout Arkansas for Martin Luther King Day
- Thirty-two Foster Grandparents read to 1246 students during the 9-11 Project Read to acknowledge the public service heroes in our communities
- We had four mayors in our service area that participated in the National Day of Recognition for Volunteers on April 4, 2015. They decreed a proclamation for that day for their cities.

PROGRAM: PROGRAM: Gifted and Talented

FUNDING SOURCE: Arkansas Department of Education-GT Office

COMPETITIVE GRANT: Yes__ No x

RESTRICTED __ **NON-RESTRICTED** x

PARTICIPATING DISTRICTS:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

PERSONNEL:

Amber Cobb, Gifted and Talented Specialist, Master of Science in Gifted and Talented Education

GOAL:

Assist member districts to meet the State's Standards for Gifted and Talented Education and Advanced Placement. Serve as a liaison with the ADE, Office of Gifted and Talented and Advanced Placement, parent and professional organizations, and other public and private agencies. Promote gifted education through public awareness and advocacy.

PROGRAM SUMMARY:

Assisted schools through the monitoring of their GT programs, with the program application process and with policies needed to be in compliance. Hosted GT Coordinators' meetings for support and strategies to assist them in their local GT program. Provided student activities: Sr. High Quiz Bowl, Jr. High Quiz Bowl, Elementary Quiz Bowl, Gr. 7-12 and 4-6 Chess Tournaments, 2-4 Grade STEM Olympiad, Grades 5-12 STEM Olympiad, STEM Career Fair, Writer's in the Schools Workshop for grades 5/6. Secured Pre AP trainings required for certification. Provided professional development as needed throughout the school year including: Project Based Learning, Integrating Creative Thinking, Teaching the Gifted in the Secondary Content, New GT Coordinator meetings, ADE Monitoring Preparation meeting, Curriculum for High-Ability Learners: A look at William & Mary Units, Compacting the Curriculum, Enrichment Clusters, Identifying Gifted Students Overhaul, and Identifying & Serving Low Income Students in Gifted Programs.

MAJOR HIGHLIGHTS OF THE YEAR:

- Assisted GT coordinators in maintaining compliance during ADE on site monitoring
- GT Specialist served on the Gifted and Talented Arkansas Association of Educational Administrators Board of Directors
- Purchased the online version of NNAT 2 for each district participating
- Served over 3,000 students in various academic competitions.
- GT Specialist attended professional development at NAGC, AGATE, AAGEA, and various state meetings throughout the school year.
- Collaborated with Career Tech department in hosting the first annual STEM Career Fair.

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

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes __ No X

RESTRICTED __ **NON-RESTRICTED** __

PARTICIPATING DISTRICTS: Statewide Initiative

PERSONNEL: Marshal Hurst

GOAL: The Literacy Design Collaborative allows teachers to develop or find literacy modules and mini-tasks to shift from a teacher-centered to student-centered classroom. The Mathematics Design Collaborative allows teachers to use Formative Assessment Lessons to encourage discussions using collaborative activities and feedback questions. By doing this in both LDC and MDC, teachers have instruction that is aligned to the standards, prepares students for any type of assessments, and creates artifacts for TESS.

PROGRAM SUMMARY: Since 2011, over 70 literacy, science, and career tech specialists from the Arkansas Department of Education, Arkansas Department of Career Education, STEM Centers, and local Educational Service Cooperatives have trained over 1400 teachers in over 200 schools on how to implement the Literacy Design Collaborative and Mathematics Design Collaborative Framework in their classrooms.

MAJOR HIGHLIGHTS OF THE YEAR:

- Arkansas LDC/MDC Conference in Little Rock featuring Keynote Speaker Dylan Wiliam and Eleanor Dougherty
- MDC TRUMath training with Dr. Alan Schoenfeld at AETN studios
- Marshal Hurst was the featured keynote speaker at the Mary E. Benjamin Conference for Literacy in STEM at the University of Arkansas at Pine Bluff.

PROGRAM: Literacy

FUNDING SOURCE: Arkansas Department of Education
Learning Services Division, K-12 Literacy Unit

COMPETITIVE GRANT: Yes___ No x

RESTRICTED x **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

PERSONNEL:

Patricia Carson, Literacy Specialist, M. Ed.
Jennifer Hampton, Literacy Specialist, Ed.S., NBCT
Elizabeth Sidwell, Literacy Specialist, M. Ed.

GOAL:

- To enhance teacher awareness and implementation of current best practices through high quality professional development
- To meet the needs of students through integrated assessment and responsive instruction
- To ensure that all students are meeting the state and national standards in literacy

PROGRAM SUMMARY:

- Implementing a Comprehensive Literacy Framework (ICLF) is a professional development opportunity developed by literacy specialists from the Arkansas Department of Education and education service cooperatives to provide guidance and support in buildings and sustaining a comprehensive literacy system at the local level. As a whole, the modules serve as a complete course of study for reading and writing teachers in the following grade bands: K-1, 2-3, 4-5, and 6-8. Each of the modules focuses on key components of a comprehensive system. Educators may register for individual modules to meet specific needs or complete the entire set of modules to gain in-depth understanding of all the components. The modules do not need to be taken in sequence; however, it is recommended that educators begin with the Overview Modules if they intent to complete the full set of modules. Follow-up support and coaching for implementation is available. ICLF has replaced Early Literacy Learning in Arkansas (ELLA), Effective Literacy (ELF), and Comprehensive Literacy for Adolescent Student Success (CLASS). They were each two-year professional development designed to assist teachers in implementing a comprehensive literacy classroom in grades K-1, 2-4, and 5-12, respectively.

- Dyslexia training provides an awareness of dyslexia and how teachers can recognize the characteristics of dyslexia. Teachers are trained in research based strategies in order to support students who demonstrate these characteristics.
- K-12 Instructional Facilitating professional development is designed to support implementation of instructional facilitators in Arkansas schools through embedded professional learning at designated sites.
- Disciplinary Literacy is professional development designed for content area teacher specifically social studies/history and science teachers of grades 5-8 and 9-12 to integrate content learning with specific research based literacy strategies aligned to the Common Core State Standards.
- Literacy Design Collaborative (LDC) is a one-year professional development designed for grades 7-12 to promote literacy through reading and writing in English, Social Studies, Science and CTE.

MAJOR HIGHLIGHTS OF THE YEAR:

The Literacy Department has supported schools in a variety of ways including:

- Literacy Trainings
- Dyslexia Trainings
- Leadership Trainings
- Common Core State Standards trainings
- ACT Aspire trainings
- Instructional Facilitator Support
- Classroom Management Trainings
- Team Meetings / Professional Learning Communities
- Data Analysis
- Classroom Observations
- Lesson Planning
- Demonstration Lessons
- Research-based Best Practice

The Literacy Specialists have also provided targeted professional development as needed at the requests of individual districts.

PROGRAM: Mathematics Program

FUNDING SOURCE: ADE, K-12 Mathematics

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X NON-RESTRICTED ___

PARTICIPATING DISTRICTS:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

PERSONNEL:

Judy M. Dunmire, Mathematics Specialist, M.Ed, NBCT

GOALS:

- To enhance teacher awareness and implementation of current best practices through high quality professional development
- To meet the needs of students through integrated assessment and responsive instruction
- To ensure that all students are meeting the state and national standards in mathematics

PROGRAM SUMMARY:

Guy Fenter Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics program for grades K-12, established by Act 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Professional learning opportunities offered in 2015-2016 include:

- **Investigations in Trigonometry.** This PD focused on classroom discourse, collaborative learning, and differentiated instruction in advanced mathematics settings.
- **HS Vectors.** A progression of concept-building activities that builds from little to no understanding of vectors to operations with vectors.
- **The 8 Math Practices Series: Creating Collaboration in the Classroom.** Using collaboration strategies to engage students in activities and deepen learning.
- **The 8 Math Practices Series: Assessments that Guide Instruction.** Using rich, worthwhile tasks to elicit the evidence needed to determine a student's level of mastery or understanding. A focus on assessing the 8 Math Practices.
- **Regional PLCs for 8th Grade and High School.** Using elements from UbD training to help teachers create a coherent set of units for the year; to create and complete the first unit; and to provide resources to support the unit.
- **ACT Aspire Overview.** This collaborative included information provided by ADE webinars (presented by Hope Allen) and ACT resources, including an emphasis on Depth of Knowledge and JE reasoning levels (for math).

PROGRAM: Guy Fenter Migrant Education Program (MEP)

FUNDING SOURCE: Title I, Part C—Education of Migratory Children
\$1,459,500

COMPETITIVE GRANT: Yes___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Alma, Clarksville, Clinton, Danville, Dardanelle, Fort Smith, Russellville, Two Rivers, Van Buren and Waldron are project schools in which staff paid with MEP funds work with students who are eligible for Title I, Part C services. MEP students in the other districts of Crawford, Sebastian, Scott, Franklin, Johnson, Logan, Yell, Pope, Van Buren, Conway, and Perry Counties are served by co-op staff of the Guy Fenter Migrant Education Program.

PERSONNEL:

Sheila Peck, GFMEP Director — M.Ed.
Jessica Brown, State Database manager/Recruitment Coordinator — BS
Jennifer Black, LPN — Nurse
Micah Scroggins, BS, Education Advocate
Dora Choate, Recruiter/Advocate
Millie Frias, Recruiter/Advocate
Gina Haynes, Secretary

GOAL:

The Migrant Education Program is to identify all eligible migratory children and to provide supplemental services to improve educational opportunities for migratory children to help them succeed in the regular school program, meet the same state academic content and student academic achievement standards that all children are expected to meet, and graduate from high schools. Our measurable program goals address reading achievement, math achievement, and high school graduation.

PROGRAM SUMMARY:

During the 2015-2016 school year, approximately 1,000 children and youth ages three through twenty-one were recruited and/or served in the Guy Fenter Migrant Education Service Cooperative. Services are provided by approximate 27 FTEs total in the 10 project schools. Services in non-project schools are provided by MEP cooperative staff. Services were provided to:

- parents with information to help their children to be prepared for kindergarten, with literacy and math, and to support their children to graduate from high school and prepare for college or a career
- Students with in-school and/or after-school tutoring and summer school
- Students with supplemental books and magazines to read for pleasure
- Students with health education and health services

- MYON – an online literacy program (books on their reading level, downloaded to a tablet)
- High school students with credit recovery
- High School students opportunities for leadership
- High School students to visit colleges
- Selected students to attend the CloseUp Experience, Washington, D.C.
- Students with transportation, advocacy, nutrition
- MEP staff with professional development

PROGRAM: School Health

FUNDING SOURCE: ADH

COMPETITIVE GRANT: Yes___ No X

RESTRICTED __ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS: Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View Bi-County, Ozark, Paris, Scranton, Van Buren, Waldron, Westside Private Schools: Subiaco Academy, Immaculate Conception, Trinity Jr. High, Union Christian Academy...

PERSONNEL: Miranda Curbow, RN Community Health Nurse Specialist

GOAL: Educate school nurses on all laws pertaining to health in the schools. Train school nurses to do all mandated screenings. Provide TA to school nurses on all issues that have to do with their jobs and school health. Assist all school wellness committees as requested. Provide TA to CSH schools as well as wellness centers. Provide training to faculty, staff and administration on all health related subjects and provide TA with physical fitness, nutrition, injury prevention, etc. Educate students in the classrooms on relevant health and safety related topics as requested by the district. Assist community health coalitions and other community organizations to educate the public on public health issues as requested. Provide

PROGRAM SUMMARY: Provided multiple workshops for hearing, vision, scoliosis and BMI. Also provided training on Para-professionals train the trainer for school nurses, glucagon administration, trained CPR to anyone in districts as requested. Trained students on hands only CPR and regular CPR as requested. Also presented mandated reporter courses. Educated teachers on mandated CPR training necessary for students to receive their diploma. Provided TA to multiple districts in regards to the SHI completion and the subsequent implementation of their improvement plans. Provided education to wellness committees concerning roles and responsibilities for their committees. Provided education to nurses and administrators concerning new rules and regulations for required immunizations. Educated multiple classrooms in several districts on topics that included, but were not limited to: STD's, teen pregnancy, puberty, shaken baby syndrome, tobacco risks, Chronic disease, flu, immunizations, car safety, passenger safety, fire safety, obesity, physical activity, substance abuse, physical fitness, bullying, CPR, suicide prevention, etc.... Provided TA to multiple school districts and community organizations for the purpose of securing grant funding throughout the year.

MAJOR HIGHLIGHTS OF THE YEAR:

Annual Fall School Nurse Workshop

- Multiple speakers were brought in to present relevant information for the upcoming school year.

- This included state level updates on school nursing rules and regulations, Ear, Nose and Throat disorders, public health update, immunizations, new legislation in relation to school nursing and other relevant topics.
- Vendors and exhibitors were also present to share information and resources.
- Nurses received 6 CE's for the day

Provided Training and TA to multiple schools on Para-Professional Skills which assists schools in billing for personal care hours

Provided School Health Index Training to schools along with training to school wellness committees on their role in the district and best practices to implement.

Provided TA to schools writing for CSH wellness center grants/ (Charleston and Booneville)

Provided education in the classrooms in multiple school districts including but not limited to the following topics: Hygiene, puberty, tobacco, substance abuse, eating disorders, asthma, STD's, HIV, and teen pregnancy, nutrition, fitness, and overall healthy choices, suicide, shaken baby syndrome, FASD, and drug effects on the fetus. Also provided training to students on: Period of Purple, chronic disease, MRSA, immunizations and other school health issues..

Provided TA for multiple Teen Summit's that took place in several counties. Presented and assisted in all phases of planning.

Provided TA to schools to assist with completing nursing survey, acuity survey, and ESCHOOL education to nurses.

Provided TA to schools in implementing comprehensive tobacco policies. Educated students on E-cigarette dangers.

Provide all Co-op districts with the mandated CPR trainings for their staff as requested, as well, Provided First Aid as required and requested.

Provided TA to multiple districts in grant writing and initiation of grants within their districts.

Continue to provide TA to schools on legal and ethical issues that are related to medical needs in the classroom and during school related events.

Provided education to Co-op foster grandparent program.

Assisted in health fair events in several local schools and communities.

Working with UAFA group to train and provide TA to Lions against suicide group at the school.

This summer, 4 different courses will be offered that will provide CNE's for nurses.

Presented a pilot curriculum in 2 districts on Ecigarttes and provided evaluation data in order to assist with a nationwide implementation of the curriculum in middle schools.

PROGRAM: Science Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ No X

RESTRICTED X NON-RESTRICTED __

PARTICIPATING DISTRICTS:

Alma, Clarksville, Booneville, Cedarville, Charleston, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

PERSONNEL:

Curtis Varnell, Science Specialist, B.S., M.Ed., Ph.D

PROGRAM GOALS: The overreaching goal for science in the GFESC area is to increase content knowledge and pedagogy of area teachers. The science specialist will serve as a liaison in science education between local school districts and the Arkansas Department of Education (ADE). An integral function of duties will be to assist teachers in conducting student centered instruction, increasing learning through laboratory and science investigations, and use of correct safety skills. The science specialist will accomplish this through the development and delivery of quality Professional Development in science and interdisciplinary studies. Progress in stated goals will be assessed through increased student scores on state and national exams as well as through teacher workshop evaluations.

PROGRAM SUMMARY:

The ADE Science Specialist is responsible for assisting local districts and teachers in improving the quality of science education throughout the region. The science specialist will provide training in inquiry-based science, model teaching, curriculum development and alignment, and techniques to prepare for science teaching.

PROGRAM: Teacher Center – Professional Development; Curriculum Development Assistance; Resources

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes___ No X

RESTRICTED __ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry/Pleasant View, Ozark, Paris, Scranton, Van Buren, Waldron, Westside, other districts outside coop area

PERSONNEL:

Cheryl Ziegler, Professional Development Coordinator, M.Ed.
Pam VanMeter, Administrative Assistant
Elda Bynum, Administrative Assistant

GOAL:

To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class system which graduates students who are college and career ready.

To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.

To improve the learning of all students by providing resources to support adult learning and collaboration.

To provide curriculum development assistance as schools transition from frameworks to CCSS.

To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support.

PROGRAM SUMMARY:

Professional development opportunities target the focus areas as outlined by the ADE and professional development sessions are offered to meet the requirements of law regarding the required 36 hours of professional development, as well as meeting the needs of schools based upon needs assessment survey results, SAI data, and CWT data from the 21 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, Elementary Principals, Secondary Principals, and Curriculum/Federal Programs Coordinators, the data sets from the districts in planning professional development to meet the major needs of the districts.

Special Emphasis: The primary focus areas cover dyslexia, TESS, mentoring, schools of innovation and transitioning from PARCC to ACT Aspire. Leadership in developing

formative assessments and using the data for instruction is provided to all participating districts.

MAJOR HIGHLIGHTS OF THE YEAR:

- ACT Assessment and curriculum alignment
- Curriculum, Fed, ACSIP Coordinators' Meeting
- Instructional Technology Workshops
- Teacher Excellence and Support System
- Mentor Trainings and Recal Trainings
- Common Core State Standards Sessions/Arkansas Standards
- ACT Aspire On-line Testing Sessions
- Elementary and Secondary Principals & Curriculum/Federal Programs Coordinators Monthly Meetings
- Emphasis in Math, Literacy and Science Integration K-12
- Leadership Training for Adm/Teams
- School Board Member Trainings
- Content Workshops – K-12, Sp Ed, Arts
- Hosted ADE Zoom Sessions
- Hosted ADE Professional Development on Request
- Dyslexia Training

PROGRAM: Technology

FUNDING SOURCE: ADE Grant

COMPETITIVE GRANT: Yes X No

RESTRICTED **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Alma, Cedarville, Mountainburg, Mulberry/Pleasant View, Van Buren, Ozark, Charleston, County Line, Clarksville, Lamar, Westside, Booneville, Magazine, Paris, Scranton, Waldron, Fort Smith, Greenwood, Hackett, Lavaca, Mansfield

PERSONNEL:

Douglas Morton

GOAL:

The goals of the Technology Coordinator are to support all technology related workshops in the cooperative, to support non-technology workshops in use of technology for presentations, to assist schools with e-rate, technology plans, networking, security, communication needs and to assist the ADE with technology initiatives and professional development.

PROGRAM SUMMARY:

The technology program has worked to promote all ADE initiatives involving technology and to support the educational specialists as well as other staff housed at the co-op in using technology effectively. Many of the member schools rely on the technology coordinator for assistance and evaluation of technology needs.

MAJOR HIGHLIGHTS OF THE YEAR:

- Promoted the changes needed to keep up with the technology needs at the districts
- Assisted schools in evaluating needs for the ACT testing environment and assisted in providing training and support for Test/Technology Coordinators
- Kept the web page on Google sites
- Maintained groups for area school administrators to increase communication with the cooperative and between the member schools.
- Helped with implementation of a new web site.
- Improved Labs and facilities for participants attending sessions.
- Moving systems to Windows 10

Guy Fenter Education
Service Cooperative
2015-2016

Special Projects...

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Bloomboard provided software to score, track, and store evidences and designed an assessment system to accurately and consistently apply the Danielson rubric for teaching performance. The Guy Fenter Cooperative offered four FOCUS support sessions for administrators between June and September, as well as three trainings on all Domains of the Danielson rubric. The Arkansas Department of Education provided training for administrators at each cooperative on coaching and Professional Growth Plans, Scripting, and Specialty Rubrics.

Name of Program: Instructional Facilitating

Competitive Grant
☐ Yes ☒ No

Instructional Facilitating Training is based on Diane Sweeney's student-centered approach to coaching teachers. Over multiple days, Diane Sweeney and Jennifer Hampton will model how to guide teachers and instructional facilitators through the process of planning for instruction, formatively assessing students, and tailoring subsequent instruction through next steps based on those formative assessments.

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) standards provide the foundation for the Arkansas Leadership Excellence and Development System (LEADS). The Arkansas Department of Education partnered with Connie Kamm to develop an evaluation tool for school administrators. All current administrators in Arkansas were required to attend training on this new evaluation system which was piloted statewide during the 2013-14 school year. The Arkansas Department of Education trainers led the sessions during the summer of 2013 at each educational cooperative as well as additional trainings in the central AR area. Support session was offered in January and February at The Guy Fenter Education Service Cooperative for administrators in that region. LEADS was fully implemented statewide in 2014-15. In cooperation with the ADE, the GFESC continues to offer support and training to our administrators on an as needed bases.

Name of Program: Elementary STEM Olympiad

Competitive Grant

Yes X No

Elementary Stem Olympiad provides students in grades 2-4 the opportunity to participate in Science, Engineering, Technology, and Math (STEM) competition. It is a joint endeavor with the University of the Ozarks at Clarksville and is held on their campus during the fall of each year. Elementary Stem Olympiad attracted over four-hundred participants from eleven school districts during the fall of 2014. In 2014, the event was divided into grades 2 and 3 for day one and grade 4 for day two. Funding is provided by student entry fees and by local sponsors. Year 3 will be expanded to include the arts and the title will be changed to STEAM Olympiad.

Name of Program: STEM Olympiad

Competitive Grant

X Yes No

Destination Space is an annual STEM competition held during the spring at one of the local school districts. It is organized and sponsored by GFESC and financed through local funding and by sponsors. Competition is conducted in several areas including roller coaster, catapults, mouse trap cars and others. It is open to all students in the state of Arkansas (grades 5-12) but primarily attracts students from GFESC service area. It has expanded to include more than thirty schools and has attracted more than 800 student participants and over 400 parents. Science Olympiad competition will be conducted May 6, 2016.

Name of Program: MAST (Math and Science through Technology)

Competitive Grant

X Yes

☐ No

MAST (Math and Science through Technology) is a MSP federally funded program consisting of a partnership between the University of the Ozarks, GFESC, and thirteen participating school districts. Funded by a three-year renewable grant of .5 million dollars, MAST will consist of a ten-day summer institute which will focus on an integrated approach to STEM education. The MAST curriculum will provide hands-on, student centered instruction in which students must utilize math, science, and literacy skills to solve real world problems.

Specifically, MAST will:

1. Provide instruction that is teachable and learnable over multiple grades at increasing levels of understanding and depth.
2. Have broad importance across multiple sciences, math, and engineering disciplines.
3. Relate to the interests and experiences of students.
4. Connected to real world concerns that require a strong foundation of STEM knowledge.

Forty-five teachers from eleven school districts are involved in the grant.

Name of Program: Picture Perfect Science

Competitive Grant

Yes

X No

Picture Perfect Science is a national program developed by Karen Ansberry and the National Science Teachers Association (NSTA). It was adopted by the Arkansas Science Specialist in 2011 with initial training and follow-up to all schools in Fort Smith District. WAESC used grant funding obtained through a STEM grant to purchase the necessary texts and materials to train all 22 districts.

Picture Perfect training is on-going throughout the 22 districts comprising WAESC. One-day of training will be offered at WAESC during the summer of 2016. Additional training will be conducted during the two-week long MAST workshop and with individual school districts as requested.

Name of Program: Janet Huckabee Nature Center Program

Competitive Grant

Yes x No

GFESC and Janet Huckabee River Valley Nature Center (JHRVNC) have an on-going collaborative program of outdoor education for the youth of the Arkansas River Valley. Beginning in 2008, the staff of both organizations have worked together to involve students in outdoor and nature education. Since it is centrally located in Fort Smith, many of the science workshops held by the coop are conducted at the center. Collaborative programs include teacher training in Hooked on Fishing, Arkansas Archery, Project Learning Tree, Project Wild, Project Wet, You and the Community and others. Three collaborative grants between the institutions has allowed staff to work together in presenting programs and also in the sharing of common equipment- to the mutual gain of both groups as well as to students in our region. Sixteen WAESC workshops have been conducted at JHRVNC during the 2015-16 school years.

Name of Program: Accessing NGSS for Classroom Implementation

Competitive Grant

Yes x No

Next Generation Science Standards have received endorsement from ADE. This unit, developed in collaboration with ADE will present an overview of the NGSS standards and will assist teachers in understanding and implementing the new standards into classroom practice. The course is highly interactive and uses a hands-on approach that provides teachers with the tools needed to implement effective science instruction, including cross-cutting curriculum, engineering practices, and science literacy. The program will be offered to all area schools on a continuing basis and is offered to area schools through three workshops during the summer of 2015. School districts can also arrange departmental or school wide sessions through the specialist. Hackett, Hartford, Booneville, and Waldron school districts received departmental instruction during the 2015-16 school year.

Name of Program: Into the Outdoors

Competitive Grant

Yes X No

Into the Outdoors is a collaborative program between GFESC, University of the Ozarks, Arkansas Game and Fish, and the Soil Conservation offices in the region. The goal is to involve students in an interdisciplinary study of the outdoors and using the outdoors as a classroom. GFESC has assisted area schools including Mansfield, Charleston, Lavaca, Waldron, and Scranton in finding funding to develop and improve outdoor classrooms. GFESC has obtained additional educational funding in excess of \$50,000 from the Arkansas Environmental Association, the National Environmental Association, Arkansas STEM education, and others to provide teachers continuing educational materials and curriculum to use in outdoor education. GFESC, University of the Ozarks, and Janet Huckabee River Valley Nature Center bring in students from all 22 districts and provide them TOT training to assist teachers in conducting outdoor classrooms within each of the districts.

Name of Program: Grasping Phenomenal Science

Competitive Grant

Yes No X

Grasping Phenomenal Science is an ADE approved professional Development series of science institutes offered through the Arkansas STEM centers and educational coops. The two-three day institutes are conducted in order to provide teachers the opportunity to learn best teaching practices associated with instruction in the Next Generation Science Standards and the new Arkansas Science standards.

Educators will engage in content-specific lessons to make sense of science phenomena and reflect on instructional strategies designed to engage students in science instruction consistent with the new Arkansas science standards

Educators will engage in grade-specific lessons to make sense of science phenomena and reflect on instructional strategies designed to engage students in science instruction consistent with the new Arkansas science standards. The lessons and instruction were developed through the Arkansas Department of Education specifically to address the shifts in instruction needed to meet the Next Generation and Arkansas Science Standards.

The sessions, offered during the summer are divided into grade bands with k-4 consisting of three days of instruction. Grades 5-8 and high school consist of two training days.

Guy Fenter Education
Service Cooperative
2015-2016

Professional Development Activities...

WAESC WORKSHOPS July 1, 2015-June 30, 2016 Summary Attended

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
WAESC - Grades 3-5 Digging into Close Reading and Text-Dependent Questions 242427 - Jul 1, 2015 9:00 am - 4:00 pm	6.00	7	14
Common Core State Standards,Instructional Leadership,Parental Involvement			
WAESC - Disciplinary Literacy in History/Social Studies: Gr. 6-12 241672 - Jul 2, 2015 9:00 am - 4:00 pm	6.00	12	27
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
WAESC - Regional Advisory Council Planning Inservice 257834 - Jul 2, 2015 11:00 am - 2:00 pm	3.00	4	5
Advocacy Leadership			
WAESC - Year 2 - Math & Science through Technology (MAST), Day 1 of 10 239846 - Jul 6, 2015 8:30 am - 4:00 pm	6.00	16	48
Common Core State Standards,Educational Technology,Instructional Leadership,Instructional Strategies			
WAESC - ATU - Social, Economic, and Political Ideas of the 18th Century 247260 - Jul 6, 2015 9:00 am - 10:30 am	1.50	5	8
WAESC - ATU - Reasons for and Consequences of Mass Migrations 247281 - Jul 6, 2015 10:45 am - 12:15 pm	1.50	4	7
WAESC - ATU - Reasons for and Consequences of the First World War 247286 - Jul 6, 2015 1:00 pm - 2:30 pm	1.50	6	9
WAESC - ATU - Selected Poems from the World War One Era 247299 - Jul 6, 2015 2:45 pm - 4:15 pm	1.50	3	6
WAESC - Year 2, Math and Science through Technology (MAST), Day 2 of 10 239859 - Jul 7, 2015 8:30 am - 4:00 pm	6.00	17	45
Common Core State Standards,Educational Technology,Instructional Leadership,Mentoring Coaching			
WAESC - Compacting the Curriculum/Enrichment Clusters for Advanced Learners 241278 - Jul 7, 2015 9:00 am - 3:00 pm	6.00	7	7
Instructional Strategies			
WAESC - Grades 2-3 Small Group Reading Instruction 242431 - Jul 7, 2015 9:00 am - 4:00 pm	6.00	15	25
Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - Transition Toolkit Training 245370 - Jul 7, 2015 9:00 am - 4:00 pm	6.00	6	6
Advocacy Leadership			
WAESC - ATU - Effects of Immigration in the United States, 1870-1930 247306 - Jul 7, 2015 9:00 am - 10:30 am	1.50	5	9

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - ATU -Arkansas Physical Geography: Natural Resources and Physical Regions from the Pre-Territorial Period Onward			
247310 - Jul 7, 2015 10:45 am - 12:15 pm	1.50	5	8
Arkansas History			
WAESC - ATU - Arkansas Human Geography: Migration and Society in the Modern Era			
247318 - Jul 7, 2015 1:00 pm - 2:30 pm	1.50	4	7
WAESC - ATU - The New South			
247321 - Jul 7, 2015 2:45 pm - 4:15 pm	1.50	5	8
WAESC - An Environment of Respect: Creating Schools That Are Centered Around Respect			
248919 - Jul 7, 2015 9:00 am - 11:00 am	2.00	11	17
Classroom Management,Instructional Strategies			
WAESC - Teenage Dream: How Media Is Affecting Teens			
248924 - Jul 7, 2015 12:30 pm - 2:30 pm	2.00	9	16
Classroom Management			
WAESC - Investigations in Trigonometry			
253540 - Jul 7, 2015 9:00 am - 4:00 pm	6.00	3	3
Assessment,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
WAESC - Year 2, Math and Science through Technology (MAST), Day 3 of 10			
239868 - Jul 8, 2015 8:30 am - 4:00 pm	6.00	18	48
Common Core State Standards,Educational Technology,Instructional Strategies,Mentoring Coaching			
WAESC - Curriculum for High Ability Learners: A Look at William and Mary Units			
241284 - Jul 8, 2015 9:00 am - 3:00 pm	6.00	7	9
Instructional Strategies			
WAESC - Short and Sustained Research for Grades 6-12			
241671 - Jul 8, 2015 9:00 am - 3:00 pm	6.00	10	14
Common Core State Standards,Instructional Strategies			
WAESC - Preparing Middle School Students As They Consider Going to College			
245384 - Jul 8, 2015 9:00 am - 12:00 pm	3.00	7	8
Advocacy Leadership			
WAESC - Student Driven Transition Planning (SDTP)			
245402 - Jul 8, 2015 1:00 pm - 4:00 pm	3.00	5	6
Advocacy Leadership			
WAESC - ATU - Key Concepts and Influences of Early Major Belief Systems			
247323 - Jul 8, 2015 9:00 am - 10:30 am	1.50	1	1
WAESC - ATU - Effects of Invaders from Various Regions, 1000-1500 CE			
247325 - Jul 8, 2015 10:45 am - 12:15 pm	1.50	1	1
WAESC - ATU - The Importance of Being Earnest by Oscar Wilde & Tartuffe by Moliere			
247327 - Jul 8, 2015 1:00 pm - 2:30 pm	1.50	1	1
WAESC - ATU - Western Imperialism and Spheres of Influence in the 19th Century			
247330 - Jul 8, 2015 2:45 pm - 4:15 pm	1.50	1	1

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - New MENTOR TRAINING - Novice Teacher Mentoring Program/AIMM/Pathwise 253363 - Jul 8, 2015 9:00 am - 4:00 pm	6.00	7	20
Assessment,Mentoring Coaching			
WAESC - Curriculum Coordinators. Federal Programs Coordinators Meeting 254115 - Jul 8, 2015 9:00 am - 12:00 pm	4.00	15	20
Advocacy Leadership			
WAESC - 1st Cycle Food Bid Awards 256285 - Jul 8, 2015 10:00 am - 11:00 am	1.00	1	1
WAESC - Yr 2, Math and Science through Technology (MAST), Day 4 of 10 239874 - Jul 9, 2015 8:30 am - 4:00 pm	6.00	17	50
Common Core State Standards,Educational Technology,Instructional Strategies,Mentoring Coaching			
WAESC - CPR Certification or Re-Certification 247370 - Jul 9, 2015 9:00 am - 12:00 pm	3.00	6	6
CPR			
WAESC - CPR Certification or Re-Certification 247371 - Jul 9, 2015 1:00 pm - 4:00 pm	3.00	2	2
CPR			
WAESC - iPad Apps for Every Classroom 250553 - Jul 9, 2015 9:00 am - 4:00 pm	6.00	9	17
Educational Technology			
WAESC - Plant the Seeds of Opportunity 252814 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	9	11
Educational Technology,Instructional Strategies			
WAESC - Mentor Recalibration - Half Day - Novice Teacher Mentoring Program AIMM/Pathwise 253384 - Jul 9, 2015 9:00 am - 12:00 pm	3.00	6	8
Mentoring Coaching			
WAESC - Yr. 2, Math and Science through Technology (MAST), Day 5 of 10 239876 - Jul 10, 2015 8:30 am - 4:00 pm	6.00	17	48
Common Core State Standards,Educational Technology,Instructional Strategies,Mentoring Coaching			
WAESC - Visual Art, Music, Theater, and Dance: Unpacking the 2014 Fine Arts Framework 241414 - Jul 10, 2015 9:00 am - 4:00 pm	6.00	14	27
Arkansas Content Standards Frameworks,Instructional Strategies			
WAESC - High School Vectors 242057 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	11	14
Common Core State Standards,Instructional Strategies			
WAESC - Grades 4-5 Small Group Reading - Literature Discussion 242437 - Jul 10, 2015 9:00 am - 4:00 pm	6.00	11	21
Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - Keyboarding Skills, K-4 249851 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	5	6
Educational Technology			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Yr. 2, Math and Science through Technology (MAST), Day 6 of 10 239915 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	16	47
Common Core State Standards, Educational Technology, Instructional Strategies, Mentoring Coaching			
WAESC - K-1 Close Reading and Text Dependent Questions 240438 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	9	27
Assessment, Common Core State Standards, Instructional Strategies			
WAESC - MDC: Math Design Collaborative, Day 1 of 3 243016 - Jul 13, 2015 9:00 am - 3:30 pm	6.00	9	13
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Common Core State Standards			
WAESC - Easy Game Creation for Non-Techy Teachers 250558 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	11	17
Educational Technology			
WAESC - Green Technology in FACS (only FACS) 254184 - Jul 13, 2015 9:00 am - 3:00 pm	5.00	6	6
Advocacy Leadership			
WAESC - Yr 2, Math and Science through Technology (MAST), Day 7 of 10 239920 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	16	49
Common Core State Standards, Educational Technology, Instructional Strategies, Mentoring Coaching			
WAESC - MDC: Math Design Collaborative, Day 2 of 3 243036 - Jul 14, 2015 9:00 am - 3:30 pm	6.00	9	13
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Common Core State Standards			
WAESC - APSCN FMS - Cycle 8 Review 258115 - Jul 14, 2015 9:00 am - 12:00 pm	3.00	10	13
Non-Curricular			
WAESC - CTE Drop Box 258568 - Jul 14, 2015 9:00 am - 12:00 pm	3.00	2	6
Educational Technology			
WAESC - Yr 2, Math and Science through Technology (MAST), Day 8 of 10 239927 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	16	49
Common Core State Standards, Educational Technology, Instructional Strategies, Mentoring Coaching			
WAESC - Meeting the Literacy Needs of All Learners: An Overview of Comprehensive Literacy and Assessment in the K-1 Classroom, Day 1 of 2 240454 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	8	13
Assessment, Common Core State Standards, Instructional Strategies			
WAESC - Hands-On Science 242176 - Jul 15, 2015 9:00 am - 3:30 pm	6.00	13	24
Curriculum Alignment, Instructional Strategies, Mentoring Coaching			
WAESC - MDC: Math Design Collaborative, Day 3 of 3 243053 - Jul 15, 2015 9:00 am - 3:30 pm	6.00	7	11
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Common Core State Standards			
WAESC - K-5 Multisensory Teaching, Day 2 of 2 248023 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	15	30
Instructional Strategies			
WAESC - Yr 2, Math and Science through Technology (MAST), Day 9 of 10 239932 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	15	44
Common Core State Standards, Data Disaggregation, Instructional Strategies, Mentoring Coaching			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Meeting the Literacy Needs of All Learners: An Overview of Comprehensive Literacy and Assessment in the K-1 Classroom, Day 2 of 2			
240459 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	4	5
Assessment,Common Core State Standards,Instructional Strategies			
WAESC- Teaching the Gifted in the Secondary Content			
241420 - Jul 16, 2015 9:00 am - 3:00 pm	6.00	7	7
Instructional Strategies			
WAESC - SHI Completion, How to Put it All Together (in a.m.) Wellness Committees: Making the Most of Your District Wellness Committee, How and Why (in p.m.)			
247227 - Jul 16, 2015 9:30 am - 3:30 pm	6.00	6	7
Health Physical Activity,Mentoring Coaching,Parental Involvement			
WAESC - TESS Day 3			
257824 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	2	6
WAESC - 2015 Tier I Update/Training			
241634 - Jul 17, 2015 9:00 am - 11:00 am	2.00	25	65
Advocacy Leadership			
WAESC - Hook, Line, and Engagement			
253648 - Jul 17, 2015 9:00 am - 4:00 pm	6.00	10	25
Classroom Management,Instructional Strategies			
WAESC - Yr 2, Math and Science through Technology (MAST), Day 10 of 10			
254509 - Jul 17, 2015 9:00 am - 4:00 pm	6.00	15	42
Common Core State Standards,Data Disaggregation,Instructional Strategies,Mentoring Coaching			
WAESC - TESS Day 4			
257830 - Jul 17, 2015 9:00 am - 4:00 pm	6.00	2	6
WAESC - Informative/Explanatory Writing in Grades 6-12			
241711 - Jul 20, 2015 9:00 am - 3:00 pm	6.00	11	26
Common Core State Standards,Instructional Strategies			
WAESC - Grades 2-5 Comprehensive Literacy: Overview and Literacy Assessment System, Module 1, Day 1 of 2			
242422 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	7	10
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - Observations for Teachers (Bloomboard)			
250728 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	16	47
Assessment			
WAESC - 418 Career Development, Day 1 of 2			
256926 - Jul 20, 2015 8:00 am - 5:00 pm	6.00	7	8
Educational Technology			
WAESC - Transitioning to New Science Standards: Targeted Support for Elementary Teachers, Day 1 of 3			
240247 - Jul 21, 2015 9:00 am - 3:30 pm	6.00	9	18
Instructional Strategies			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Argumentative Writing in Grades 6-12			
241717 - Jul 21, 2015 9:00 am - 3:00 pm	6.00	12	25
Common Core State Standards,Instructional Strategies			
WAESC - Grades 2-5 Comprehensive Literacy: Overview and Literacy Assessment System, Module 1, Day 2 of 2			
242484 - Jul 21, 2015 9:00 am - 4:00 pm	6.00	8	11
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - 418 Career Development, Day 2 of 2			
256928 - Jul 21, 2015 8:00 am - 5:00 pm	6.00	5	5
Arkansas Content Standards Frameworks,Educational Technology			
WAESC - Transitioning to New Science Standards: Targeted Support for Elementary Teachers, Day 2 of 3			
240253 - Jul 22, 2015 9:00 am - 3:30 pm	6.00	9	19
Instructional Strategies			
WAESC - Charlie May Simon/AR Diamond Awards Book Reviews (a.m.)			
244252 - Jul 22, 2015 9:00 am - 12:00 pm	3.00	12	19
Instructional Strategies			
WAESC - Gr. 6-12 - Multisensory Teaching, Day 1 of 2			
248027 - Jul 22, 2015 9:00 am - 4:00 pm	6.00	10	23
Instructional Leadership			
WAESC - Google Classroom			
250564 - Jul 22, 2015 9:00 am - 4:00 pm	6.00	10	19
Educational Technology			
WAESC - Changes in the Traveler Subscription for Media Specialists			
253534 - Jul 22, 2015 12:30 pm - 3:30 pm	3.00	11	14
Advocacy Leadership,Educational Technology			
WAESC - Arkansas Teen Book Awards			
253867 - Jul 22, 2015 9:00 am - 12:00 pm	3.00	6	10
Advocacy Leadership			
WAESC - Transitioning to New Science Standards: Targeted Support for Elementary Teachers, Day 3 of 3			
240258 - Jul 23, 2015 9:00 am - 3:30 pm	6.00	8	17
WAESC - Grades 2-3, Beyond Spelling: Word Study, Phonics, Spelling, and Vocabulary, Day 1 of 2			
242436 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	14	24
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - Google Classroom			
252548 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	11	21
Educational Technology			
WAESC - Last Chance CTE Technical Assistance			
254189 - Jul 23, 2015 9:00 am - 3:30 pm	6.00	17	32
Advocacy Leadership			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Grades 2-3 Beyond Spelling: Word Study, Phonics, Spelling, and Vocabulary Instruction, Day 2 of 2			
242443 - Jul 24, 2015 9:00 am - 4:00 pm	6.00	14	24
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - The Bullying Epidemic			
248937 - Jul 24, 2015 9:00 am - 11:00 am	2.00	7	10
Classroom Management,Parental Involvement			
WAESC - If You Really Loved Me...: Dating Violence in Teens			
248941 - Jul 24, 2015 12:30 pm - 2:30 pm	2.00	5	7
Classroom Management			
WAESC - CTE Testing Reports and Overview			
254188 - Jul 24, 2015 8:30 am - 12:00 pm	3.50	10	14
Assessment			
WAESC - Grades 6-8 Comprehensive Literacy, Module 1: Overview and Assessment, Day 1 of 2			
241674 - Jul 27, 2015 9:00 am - 3:00 pm	6.00	5	5
Building a Collaborative Learning Community,Cognitive Research,Common Core State Standards,Instructional Strategies			
WAESC - Social Studies K-12 Curriculum Framework, C3 Framework and Disciplinary Literacy			
242757 - Jul 27, 2015 9:00 am - 4:00 pm	6.00	13	22
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
WAESC - 4th Grade PLC: Unit Building in Math			
259425 - Jul 27, 2015 9:00 am - 4:00 pm	6.00	2	5
Instructional Strategies			
WAESC - Gr. 6-8 Comprehensive Literacy, Module 1: Overview and Assessment, Day 2 of 2			
241676 - Jul 28, 2015 9:00 am - 3:00 pm	6.00	5	5
Building a Collaborative Learning Community,Cognitive Research,Common Core State Standards,Instructional Strategies			
WAESC - Grades 4-5, Beyond Spelling: Word Study, Phonics, Spelling, and Vocabulary Instruction, Day 1 of 2			
242462 - Jul 28, 2015 9:00 am - 4:00 pm	6.00	10	19
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - Gr. 6-12 Multisensory Teaching, Day 2 of 2			
248041 - Jul 28, 2015 9:00 am - 4:00 pm	6.00	10	18
Instructional Leadership			
WAESC - APSCN - Scheduling Workday			
255983 - Jul 28, 2015 9:00 am - 3:00 pm	0.00	4	9
Non-Curricular			
WAESC - Grades 4-5, Beyond Spelling: Word Study, Phonics, Spelling, and Vocabulary Instruction, Day 2 of 2			
242467 - Jul 29, 2015 9:00 am - 4:00 pm	6.00	10	18
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - The 8 Math Practices Series: Creating Collaboration in the Classroom			
248459 - Jul 29, 2015 9:00 am - 4:00 pm	6.00	12	23
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Instructional Strategies			
WAESC - The Silent Witness: The Effects of Domestic Violence on Children			
248931 - Jul 29, 2015 9:00 am - 11:00 am	2.00	7	8
Classroom Management			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Google Classroom			
250569 - Jul 29, 2015 9:00 am - 4:00 pm	6.00	7	15
Educational Technology			
WAESC - Beyond Spelling! Phonics/Word Study: Phonological and Phonemic Awareness, Phonics, and Spelling Instruction, Day 1 of 2			
240428 - Jul 30, 2015 9:00 am - 4:00 pm	6.00	9	18
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - So, You Want To Be A National Board Certified Teacher!			
249079 - Jul 30, 2015 9:00 am - 12:00 pm	3.00	7	12
WAESC - So You Have an iPad Cart			
250716 - Jul 30, 2015 9:00 am - 4:00 pm	6.00	8	10
Educational Technology			
WAESC - TESS Day 1 of 4			
256680 - Jul 30, 2015 9:00 am - 4:00 pm	6.00	15	41
WAESC - Planning for Math			
260166 - Jul 30, 2015 9:00 am - 12:00 pm	3.00	2	8
Instructional Strategies			
WAESC - Beyond Spelling! Phonics/Word Study: Phonological and Phonemic Awareness, Phonics, and Spelling Instruction, Day 2 of 2			
240437 - Jul 31, 2015 9:00 am - 4:00 pm	6.00	9	18
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - The 8 Math Practices Series: Assessments that Guide Instruction			
248463 - Jul 31, 2015 9:00 am - 4:00 pm	6.00	13	23
Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Instructional Strategies			
WAESC - ELLA Day 7 Phonics Part 2			
253643 - Jul 31, 2015 9:00 am - 4:00 pm	6.00	7	12
Instructional Strategies			
WAESC - TESS Day 2 of 4			
256682 - Jul 31, 2015 9:00 am - 4:00 pm	6.00	16	39
WAESC - New ACSIP Statewide Field Test Training			
257048 - Jul 31, 2015 9:00 am - 3:00 pm	6.00	21	52
Advocacy Leadership			
WAESC - Transitioning to New Arkansas Science Standards: Putting Practices in Place, Day 1 of 2			
240236 - Aug 3, 2015 9:00 am - 3:30 pm	6.00	12	22
Instructional Strategies			
WAESC - APSCN - Scheduling Workday			
255984 - Aug 3, 2015 9:00 am - 3:00 pm	0.00	5	8
Non-Curricular			
WAESC - TESS Day 3 of 4			
256684 - Aug 3, 2015 9:00 am - 4:00 pm	6.00	15	38

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Family Consumer Science - New Teacher Inservice			
262177 - Aug 3, 2015 8:00 am - 4:00 pm	8.00	3	4
Instructional Leadership			
WAESC - Transitioning to New Arkansas Science Standards: Putting Practices in Place, Day 2 of 2			
240240 - Aug 4, 2015 9:00 am - 3:30 pm	6.00	12	21
Instructional Strategies			
WAESC - Demographic for New Employees			
255989 - Aug 4, 2015 9:00 am - 3:00 pm	5.00	9	14
Non-Curricular			
WAESC - TESS Day 4 of 4			
256688 - Aug 4, 2015 9:00 am - 4:00 pm	6.00	14	37
Parental Involvement			
WAESC - Employee Benefit Division Health Insurance Representative Mtg for HIR's only			
258141 - Aug 4, 2015 10:00 am - 12:00 pm	2.00	19	28
Non-Curricular			
WAESC - CPI (Restraint Training)			
258198 - Aug 4, 2015 9:00 am - 4:00 pm	6.00	3	5
Classroom Management			
WAESC - Digital Communication, Day 1 of 2			
262180 - Aug 4, 2015 8:00 am - 4:00 pm	9.00	3	4
Educational Technology			
WAESC - Pre-AP Math, Day 1 of 2			
249002 - Aug 5, 2015 9:00 am - 4:00 pm	6.00	4	10
Instructional Strategies			
WAESC - Crucial Conversations About America's Schools Presented by John Draper			
252670 - Aug 5, 2015 9:30 am - 12:00 pm	2.50	6	188
WAESC - CPI (Restraint Training)			
258200 - Aug 5, 2015 9:00 am - 4:00 pm	6.00	2	4
Classroom Management			
WAESC - Wilson Training (Dyslexia), Day 1 of 3			
261914 - Aug 5, 2015 9:00 am - 4:00 pm	6.00	5	10
Instructional Strategies			
WAESC - Digital Communication, Day 2 of 2			
262183 - Aug 5, 2015 8:00 am - 4:00 pm	9.00	3	4
Educational Technology			
WAESC/GFESC - ASBA Risk Management Program - Custodial/Maintenance Safety Training			
244111 - Aug 6, 2015 8:30 am - 12:00 pm	3.00	4	38
Non-Curricular			
WAESC - Pre-AP Math, Day 2 of 2			
249004 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	4	10
Instructional Strategies			
WAESC - CPI (Restraint Training)			
258201 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	3	5
Classroom Management			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Wilson Training (Dyslexia), Day 2 of 3			
262190 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	5	10
Instructional Strategies			
WAESC - New MENTOR TRAINING - Novice Teacher Mentoring Program/AIMM/Pathwise			
253368 - Aug 7, 2015 9:00 am - 4:00 pm	6.00	11	20
Assessment,Mentoring Coaching			
WAESC - CPI (Restraint Training)			
258202 - Aug 7, 2015 9:00 am - 4:00 pm	6.00	3	5
Classroom Management			
WAESC - APSCN - Scheduling Workday			
255985 - Aug 10, 2015 9:00 am - 3:00 pm	0.00	2	2
Non-Curricular			
WAESC - Early Childhood Program Update			
258033 - Aug 10, 2015 9:00 am - 4:00 pm	6.00	1	14
WAESC - School Nurse Fall Workshop			
249766 - Aug 11, 2015 9:00 am - 4:00 pm	6.00	23	43
Non-Curricular			
WAESC - Overview of Standards-Based IEPs and Begin Student Profile Summary			
252668 - Aug 11, 2015 8:30 am - 4:00 pm	6.00	20	55
Advocacy Leadership,Instructional Leadership			
WAESC - APSCN - Attendance for New Employees			
256002 - Aug 11, 2015 9:00 am - 3:00 pm	5.00	10	14
WAESC - Last Chance CTE Training			
262586 - Aug 11, 2015 9:00 am - 12:00 pm	3.00	2	14
Instructional Strategies			
WAESC - Dyslexia Sunday Training for Interventionists, Day 1 of 2			
256934 - Aug 13, 2015 9:00 am - 4:00 pm	6.00	11	34
WAESC - Early Childhood Technology Review			
258036 - Aug 13, 2015 9:00 am - 2:00 pm	5.00	1	14
Educational Technology			
WAESC - Early Childhood Program Update			
258039 - Aug 13, 2015 2:00 pm - 4:00 pm	2.00	1	14
WAESC - Mentor Recalibration - Half Day - Novice Teacher Mentoring Program AIMM/Pathwise			
253390 - Aug 14, 2015 9:00 am - 12:00 pm	3.00	5	11
Mentoring Coaching			
WAESC - Virtual Arkansas Facilitators Training			
256690 - Aug 14, 2015 8:30 am - 3:00 pm	6.00	16	30
Educational Technology			
WAESC - Dyslexia Sunday Training for Interventionists, Day 2 of 2			
256936 - Aug 14, 2015 9:00 am - 4:00 pm	6.00	10	29

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Reality Works: Understanding Fetal Alcohol Spectrum Disorder, Understanding Shaken Baby Syndrome, Understanding Effects of Drugs on Fetus			
258030 - Aug 14, 2015 9:00 am - 2:00 pm	5.00	1	15
WAESC - Early Childhood Program Update			
258041 - Aug 14, 2015 2:00 pm - 4:00 pm	2.00	1	13
WAESC - APSCN - FMS - Cycle 9 Review			
258399 - Aug 18, 2015 9:00 am - 12:00 pm	3.00	12	17
Non-Curricular			
WAESC - Migrant Education New School District Staff Training			
258788 - Aug 19, 2015 9:00 am - 4:00 pm	6.00	8	19
WAESC - Federal Programs Coordinators Work Day			
262430 - Aug 19, 2015 9:00 am - 3:00 pm	6.00	16	20
Fiscal Management			
WAESC - APSCN - Making Schedule Changes			
256008 - Aug 20, 2015 9:00 am - 12:00 pm	3.00	6	11
WAESC - Professional Development Unit Meeting			
265950 - Aug 21, 2015 9:00 am - 11:00 am	2.00	3	6
Advocacy Leadership			
WAESC - Para Pro Personal Care Training (required)			
249445 - Aug 25, 2015 9:00 am - 3:00 pm	6.00	4	6
Non-Curricular			
WAESC - Special Healthcare Needs: For Para-Professionals			
249456 - Aug 26, 2015 9:30 am - 3:30 pm	6.00	4	7
Non-Curricular			
WAESC - APSCN - Medical for Nurses			
256006 - Aug 26, 2015 9:00 am - 3:00 pm	5.00	8	11
WAESC - MDC: Math Design Collaborative, Day 1 of 3			
243170 - Aug 27, 2015 9:00 am - 4:00 pm	6.00	5	18
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards			
WAESC - Superintendents' Meeting			
262582 - Aug 27, 2015 11:30 am - 2:00 pm	2.50	22	40
Advocacy Leadership			
WAESC - Reading Recovery - Central Region			
266247 - Aug 27, 2015 8:30 am - 3:30 pm	6.00	6	11
Instructional Strategies			
WAESC - Annual G/T Coordinators' Zoom Meeting			
262764 - Aug 28, 2015 9:00 am - 3:00 pm	6.00	21	25
Instructional Leadership			
WAESC - MDC: Math Design Collaborative, Day 2 of 3			
243173 - Aug 31, 2015 9:00 am - 4:00 pm	6.00	5	17
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Federal Programs Coordinators' Workday 265614 - Sep 2, 2015 9:00 am - 1:00 pm	4.00	13	14
WAESC - Hearing Screening Certification Training for School Nurses 258101 - Sep 3, 2015 12:30 pm - 4:00 pm	3.50	7	9
Health Physical Activity			
WAESC - Vision Screening Certification Training for School Nurses 258103 - Sep 3, 2015 9:00 am - 12:30 pm	3.50	10	12
Health Physical Activity			
WAESC - Arkansas Governor Quiz Bowl Association Coaches Meeting 254395 - Sep 4, 2015 1:00 pm - 3:00 pm	2.00	11	18
Advocacy Leadership			
WAESC - APSCN - Cognos Connection Training 256018 - Sep 4, 2015 9:00 am - 12:00 pm	3.00	12	23
Non-Curricular			
WAESC - Dyslexia Roundup 262418 - Sep 4, 2015 9:00 am - 4:00 pm	6.00	16	48
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - Pre-AP English/Social Studies, Day 1 of 2 249007 - Sep 8, 2015 8:30 am - 3:30 pm	6.00	13	27
Instructional Strategies			
WAESC - MDC: Math Design Collaborative, Day 3 of 3 243176 - Sep 9, 2015 9:00 am - 3:30 pm	6.00	6	18
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Common Core State Standards			
WAESC - Pre-AP English/Social Studies, Day 2 of 2 249011 - Sep 9, 2015 8:30 am - 3:30 pm	6.00	12	25
Instructional Strategies			
WAESC - New MENTOR TRAINING - Novice Teacher Mentoring Program/AIMM/Pathwise 258204 - Sep 9, 2015 9:00 am - 4:00 pm	6.00	10	30
Assessment,Mentoring Coaching			
WAESC - APSCN - Interim Progress Reports (IPR's) 256022 - Sep 10, 2015 9:00 am - 12:00 pm	3.00	6	10
Mentoring Coaching			
WAESC - TESS Day 1 of 4 258803 - Sep 14, 2015 9:00 am - 4:00 pm	6.00	19	42
WAESC - Regional PLC High School, Day 3 267110 - Sep 14, 2015 9:00 am - 4:00 pm	6.00	3	3
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - TESS Day 2 of 4 258805 - Sep 15, 2015 9:00 am - 4:00 pm	6.00	13	21

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Promoting Safety and Chemical Hygiene in the Classroom 266174 - Sep 15, 2015 9:00 am - 3:00 pm	6.00	12	19
Systemic Change Process			
WAESC - LDC (Literacy Design Collaborative): Cohort 4, Day 1 of 3 241697 - Sep 16, 2015 9:00 am - 3:00 pm	6.00	4	12
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
WAESC - Glucagon Training of Trainers (TOT) for District RN's 258105 - Sep 16, 2015 9:30 am - 11:30 am	2.00	6	6
Health Physical Activity			
WAESC - Para-Pro TOT for District RN's 258107 - Sep 16, 2015 11:30 am - 3:30 pm	4.00	5	6
WAESC - TESS Day 3 of 4 258808 - Sep 16, 2015 9:00 am - 4:00 pm	6.00	10	16
WAESC - LDC (Literacy Design Collaborative): Cohort 4, Day 2 of 3 241699 - Sep 17, 2015 9:00 am - 3:00 pm	6.00	4	9
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
WAESC - TESS Day 4 of 4 258812 - Sep 17, 2015 9:00 am - 4:00 pm	6.00	10	16
Parental Involvement			
WAESC - APSCN SMS Required Fields for State Reporting 263093 - Sep 17, 2015 9:00 am - 3:00 pm	6.00	15	16
WAESC - APSCN - Discipline Training 256029 - Sep 18, 2015 9:00 am - 12:00 pm	3.00	7	7
Non-Curricular			
WAESC - Superintendents' Meeting 267135 - Sep 18, 2015 11:30 am - 2:00 pm	2.50	18	34
Advocacy Leadership			
WAESC - Lifelines Intervention - Helping Students at Risk for Suicide 262248 - Sep 21, 2015 8:30 am - 4:15 pm	6.00	13	22
Health Physical Activity,Non-Curricular			
WAESC - Federal Programs Coordinators' Workday 266882 - Sep 21, 2015 9:00 am - 2:00 pm	5.00	12	16
Data Disaggregation,Fiscal Management			
WAESC - School Board Training 262460 - Sep 22, 2015 6:00 pm - 9:00 pm	3.00	12	49
Advocacy Leadership,Non-Curricular			
WAESC - School Based Response to Suicide and Traumatic Death: Postvention 263263 - Sep 22, 2015 8:30 am - 4:15 pm	8.00	10	19
Health Physical Activity,Non-Curricular			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Migrant Education Program Updates for 2015-2016 265617 - Sep 22, 2015 9:00 am - 3:00 pm	6.00	12	30
Advocacy Leadership			
WAESC - Picture Perfect Science 266138 - Sep 22, 2015 9:00 am - 4:00 pm	6.00	5	8
Instructional Strategies			
WAESC - LDC (Literacy Design Collaborative): Cohort 4, Day 3 of 3 241701 - Sep 23, 2015 9:00 am - 3:00 pm	6.00	4	9
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
WAESC - Tech Coordinators' Meeting 266659 - Sep 23, 2015 9:00 am - 2:00 pm	5.00	12	14
WAESC - Reading Recovery - Central Region 268111 - Sep 24, 2015 9:00 am - 4:00 pm	6.00	6	10
Instructional Strategies			
WAESC - Wilson Foundation 268105 - Sep 25, 2015 9:00 am - 4:00 pm	6.00	4	7
Instructional Strategies			
WAESC - Teaching the Gifted in the Secondary Content 267021 - Sep 30, 2015 9:00 am - 3:00 pm	6.00	8	16
Instructional Strategies			
WAESC - APSCN - Cycle 2 - SIS Workday 256032 - Oct 1, 2015 9:00 am - 3:00 pm	0.00	6	6
Non-Curricular			
WAESC - Fall Counselor Meeting 262882 - Oct 2, 2015 8:30 am - 3:30 pm	6.00	21	69
Advocacy Leadership			
WAESC - NEW GT Coordinators' Meeting 267035 - Oct 2, 2015 9:00 am - 3:00 pm	6.00	5	5
Advocacy Leadership			
WAESC - Elementary STEM Informational Meeting 267681 - Oct 5, 2015 1:00 pm - 3:00 pm	2.00	14	18
Advocacy Leadership			
WAESC - Standards, Present Level of Performance, Impact Statement 252682 - Oct 6, 2015 8:30 am - 4:00 pm	6.00	17	50
Advocacy Leadership,Instructional Strategies			
WAESC - MDC: Math Design Collaborative, Day 4 244380 - Oct 7, 2015 9:00 am - 4:00 pm	6.00	8	22
Assessment,Common Core State Standards,Instructional Leadership			
WAESC - Scoliosis Screening Certification 265538 - Oct 7, 2015 9:00 am - 12:30 pm	3.50	10	12
Health Physical Activity,Non-Curricular			
WAESC - Obesity Prevention Education (Aka: BMI) 265541 - Oct 7, 2015 1:00 pm - 3:30 pm	2.50	5	7
Health Physical Activity			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Extending Children's Mathematics at Ozark Upper Elem, Day 5 267118 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	7	27
Assessment,Common Core State Standards,Instructional Strategies			
WAESC - APSCN - Cycle 2 - SIS Workday 256033 - Oct 8, 2015 9:00 am - 3:00 pm	0.00	1	1
Non-Curricular			
WAESC - LDC, Day 4 267076 - Oct 8, 2015 9:00 am - 3:00 pm	6.00	4	10
Instructional Strategies			
WAESC - Extending Children's Mathematics, Day 6 267121 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	7	26
Assessment,Common Core State Standards,Instructional Strategies			
WAESC - Using Indistar, the New ACSIP Software 268143 - Oct 8, 2015 9:00 am - 3:00 pm	6.00	13	38
Advocacy Leadership			
WAESC - K-12 Oral Language 266808 - Oct 9, 2015 9:00 am - 4:00 pm	6.00	15	39
Instructional Strategies			
WAESC/GFESC - New GT Coordinators' Meeting 267037 - Oct 9, 2015 9:00 am - 12:00 pm	3.00	12	13
Advocacy Leadership			
WAESC - Co-op Quiz Bowl Coaches Meeting 267039 - Oct 9, 2015 1:00 pm - 3:00 pm	3.00	13	18
Advocacy Leadership			
WAESC - AP Coordinators Workshop (ZOOM): The College Board 268406 - Oct 13, 2015 8:30 am - 3:30 pm	6.00	5	5
Assessment			
WAESC - Microsoft IT 269063 - Oct 13, 2015 9:00 am - 4:00 pm	6.00	17	29
Educational Technology			
WAESC - Teacher Center Reps/Media Specialists Meeting 268892 - Oct 14, 2015 11:30 am - 2:30 pm	3.00	14	21
WAESC - Accommodations for the ACT Aspire Assessment 267067 - Oct 16, 2015 8:30 am - 11:30 am	3.00	17	51
Assessment			
WAESC - Career Development 268094 - Oct 16, 2015 9:00 am - 3:00 pm	6.00	11	13
WAESC - APSCN - Report Cards Refresher 256038 - Oct 19, 2015 9:00 am - 3:00 pm	5.00	9	14
Non-Curricular			
WAESC - Superintendents' Leadership Conference at DeGray, Day 1 of 3 268323 - Oct 20, 2015 6:00 pm - 8:00 pm	2.00	20	25
Advocacy Leadership,Data Disaggregation			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Superintendents' Leadership Conference at DeGray, (Tier I) Day 2 of 3 268343 - Oct 21, 2015 9:00 am - 3:00 pm	5.00	22	26
Advocacy Leadership			
WAESC - Superintendents' Leadership Conference at DeGray, Day 3 of 3 268352 - Oct 22, 2015 8:00 am - 2:00 pm	3.00	20	24
Advocacy Leadership, Parental Involvement			
WAESC - ACT Aspire Overview - Math, Science, Literacy 267125 - Oct 29, 2015 9:00 am - 4:00 pm	6.00	8	22
Assessment, Common Core State Standards, Instructional Strategies			
WAESC - APSCN FMS - ACA Workday 268739 - Oct 29, 2015 9:00 am - 3:00 pm	6.00	16	19
WAESC/GFESC - Secondary Principals' Meeting 268869 - Oct 30, 2015 9:30 am - 2:00 pm	5.00	11	18
WAESC - K-5, Assessment 248065 - Nov 3, 2015 9:00 am - 4:00 pm	6.00	12	29
Assessment, Instructional Strategies			
WAESC - TESS, Day 1 of 2 269166 - Nov 3, 2015 9:00 am - 4:00 pm	6.00	5	9
Assessment			
WAESC - Gr. 6-12, Assessment 248071 - Nov 4, 2015 9:00 am - 4:00 pm	6.00	9	15
Assessment, Instructional Strategies			
WAESC - TESS, Day 2 of 2 269168 - Nov 4, 2015 9:00 am - 4:00 pm	6.00	4	8
WAESC - Elementary Principals' Meeting 269277 - Nov 4, 2015 9:30 am - 11:30 am	2.00	9	11
Advocacy Leadership			
WAESC - Tech Coordinators' Meeting 267937 - Nov 5, 2015 9:00 am - 4:00 pm	6.00	9	14
WAESC - Indistar Workday 269195 - Nov 5, 2015 9:00 am - 3:00 pm	6.00	11	18
WAESC - Reading Recovery - Central Region 270471 - Nov 5, 2015 9:00 am - 3:00 pm	6.00	6	11
Instructional Strategies			
WAESC - APSCN - Medical - Cycle 3 Workday 256041 - Nov 6, 2015 9:00 am - 3:00 pm	0.00	3	3
Non-Curricular			
WAESC - ACT Aspire Training for Test & Technology Coordinators 267239 - Nov 6, 2015 9:00 am - 4:00 pm	6.00	21	75
Assessment			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Regional PLC High School, Day 4 267127 - Nov 10, 2015 9:00 am - 4:00 pm	6.00	3	3
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC - Science Student Day at Huckabee 267233 - Nov 11, 2015 9:00 am - 3:00 pm	6.00	10	13
Health Physical Activity			
WAESC - 2nd Cycle Food Bid Awards 268116 - Nov 11, 2015 10:00 am - 11:00 am	1.00	2	2
Non-Curricular			
WAESC - Science Student Day at Huckabee 267235 - Nov 12, 2015 9:00 am - 3:00 pm	6.00	8	9
Health Physical Activity			
WAESC - School Improvement Training, Day 2 268201 - Nov 12, 2015 8:30 am - 3:30 pm	6.00	5	12
Private Events,Systemic Change Process			
WAESC - Unit Meeting 271117 - Nov 13, 2015 9:00 am - 10:00 am	1.00	1	5
WAESC - Into The Outdoors: Petit Jean Mountain Experience 269866 - Nov 14, 2015 9:00 am - 3:00 pm	6.00	13	31
Arkansas History,Common Core State Standards,Health Physical Activity,Instructional Strategies			
WAESC - ACT Aspire Overview - Math, Science, Literacy 268799 - Nov 16, 2015 9:00 am - 4:00 pm	6.00	10	34
Assessment,Common Core State Standards,Instructional Strategies			
WAESC - LDC, Day 5 267079 - Nov 17, 2015 9:00 am - 3:30 pm	0.00	4	9
Instructional Strategies			
WAESC - E-Rate Workshop 269293 - Nov 17, 2015 9:00 am - 3:00 pm	6.00	11	12
WAESC - Principals Meeting on the Mountain, Day 1 of 2 271602 - Nov 19, 2015 1:00 pm - 8:00 pm	6.00	14	19
WAESC - Superintendents' Meeting 267883 - Nov 20, 2015 11:00 am - 2:00 pm	2.50	16	29
Advocacy Leadership			
WAESC - Principals Meeting on the Mountain, Day 2 of 2 271606 - Nov 20, 2015 8:00 am - 12:00 pm	4.00	13	19
WAESC - Gr. 6-12 - Structure of the English Language, Day 1 of 2 248085 - Dec 1, 2015 9:00 am - 4:00 pm	6.00	7	16
Instructional Strategies			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - MDC: Math Design Collaborative, Day 5 244385 - Dec 2, 2015 9:00 am - 4:00 pm	6.00	11	24
Assessment,Common Core State Standards,Instructional Strategies			
WAESC - Gr. 6-12, Structure of the English Language, Day 2 of 2 248090 - Dec 2, 2015 9:00 am - 4:00 pm	6.00	7	13
Instructional Strategies			
WAESC - K-5, Structure of the English Language, Day 1 of 2 248076 - Dec 3, 2015 9:00 am - 4:00 pm	6.00	14	29
Instructional Strategies			
WAESC/GFESC - Secondary Principals' Meeting 271115 - Dec 3, 2015 9:30 am - 12:30 pm	3.00	9	11
WAESC - K-5, Structure of the English Language, Day 2 of 2 248080 - Dec 4, 2015 9:00 am - 4:00 pm	6.00	14	30
Instructional Strategies			
WAESC - ACA IRS Reporting Educational Meeting 271268 - Dec 8, 2015 9:00 am - 12:00 pm	3.00	5	9
Fiscal Management			
WAESC - School Board Training 262475 - Dec 10, 2015 6:00 pm - 9:00 pm	3.00	12	43
Advocacy Leadership,Non-Curricular			
WAESC - School Improvement Training, Day 3 268220 - Dec 10, 2015 8:30 am - 3:30 pm	6.00	4	9
Private Events,Systemic Change Process			
WAESC - Reading Recovery - Central Region 272063 - Dec 10, 2015 8:30 am - 3:30 pm	6.00	6	11
Instructional Strategies			
WAESC - APSCN - High School Transcripts Refresher 256046 - Dec 11, 2015 9:00 am - 3:00 pm	5.00	9	16
WAESC/GFESC - New GT Coordinators' Meeting 267040 - Dec 15, 2015 9:00 am - 3:00 pm	6.00	11	12
Advocacy Leadership			
WAESC - APSCN FMS - W2, 1095 and Calendar Year End 271764 - Dec 15, 2015 9:00 am - 12:00 pm	3.00	18	24
Non-Curricular			
WAESC - Tech Coordinators' Meeting 267939 - Dec 16, 2015 9:00 am - 3:00 pm	6.00	7	8
WAESC - Test Coordinators Workday 272572 - Jan 7, 2016 9:00 am - 3:00 pm	6.00	5	8
Assessment			
WAESC - Objectives, Evaluation, Progress 252689 - Jan 12, 2016 8:30 am - 4:00 pm	6.00	17	51
Advocacy Leadership,Instructional Strategies			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Making Educators Partners: Learn the FACTS 271678 - Jan 13, 2016 9:30 am - 11:30 am	2.00	7	11
Advocacy Leadership,Arkansas Content Standards Frameworks,Health Physical Activity,Parental Involvement			
WAESC - CPI Training (Proper Restraints) Day 1 of 2 272125 - Jan 13, 2016 9:00 am - 4:00 pm	6.00	5	9
Classroom Management			
WAESC - Picture Perfect Science 271565 - Jan 14, 2016 9:00 am - 3:30 pm	6.00	12	34
Instructional Strategies			
WAESC - ACT Aspire Training for District Test Coordinator 267241 - Jan 15, 2016 9:00 am - 4:00 pm	6.00	21	39
Assessment			
WAESC - BMI Certification Training (a.m.) 271799 - Jan 15, 2016 9:00 am - 12:00 pm	3.00	7	10
Health Physical Activity			
WAESC - Scoliosis Screener Certification (p.m.) 271802 - Jan 15, 2016 12:30 pm - 3:30 pm	3.00	5	8
Health Physical Activity			
WAESC - Code.org K-5 Curriculum (Free Professional Development Workshop) 271560 - Jan 19, 2016 9:00 am - 3:30 pm	6.00	7	14
Educational Technology			
WAESC/GFESC - Extending Children's Mathematics, Day 7 273104 - Jan 19, 2016 9:00 am - 4:00 pm	6.00	7	26
Instructional Strategies			
WAESC - Tech Coordinators' Meeting 267941 - Jan 20, 2016 9:00 am - 3:00 pm	6.00	9	11
WAESC/GFESC - Gr. 4-5 Nonfiction Writing Instruction 272675 - Jan 20, 2016 9:00 am - 4:00 pm	6.00	5	7
Common Core State Standards,Instructional Strategies			
WAESC - School Based Response to Suicide and Traumatic Death: Postvention 271683 - Jan 21, 2016 8:30 am - 4:15 pm	8.00	8	14
Advocacy Leadership			
WAESC/GFESC - Gr. 2-3 Nonfiction Writing Instruction 272680 - Jan 21, 2016 9:00 am - 4:00 pm	6.00	10	17
Common Core State Standards,Instructional Strategies			
WAESC/GFESC - Dynatorch CNC Training, Day 1 of 2 274147 - Jan 21, 2016 9:00 am - 3:00 pm	6.00	9	9
Instructional Strategies			
WAESC - ACT Aspire Overview - Math, Science, Literacy 271265 - Jan 22, 2016 9:00 am - 3:00 pm	6.00	7	30
Assessment,Common Core State Standards,Instructional Strategies			
WAESC/GFESC - eSchool Transcript Workday 272873 - Jan 22, 2016 9:00 am - 3:00 pm	0.00	3	3

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - Dynatorch CNC Training, Day 2 of 2 274150 - Jan 22, 2016 8:45 am - 3:00 pm	6.00	8	8
Instructional Strategies			
WAESC/GFESC - Visible Learning 274299 - Jan 26, 2016 9:00 am - 3:00 pm	6.00	11	22
Educational Technology			
WAESC/GFESC - Geometry PLC 274394 - Jan 26, 2016 1:00 pm - 1:30 pm	0.50	3	3
Building a Collaborative Learning Community			
WAESC/GFESC - Next Year Database Setup 272694 - Jan 27, 2016 9:00 am - 3:00 pm	5.00	14	22
Non-Curricular			
WAESSC/GFESC - Annual Kindergarten Transition Planning Meeting 273528 - Jan 27, 2016 9:00 am - 2:00 pm	5.00	12	28
Principles of Learning Developmental Stages			
WAESC/GFESC - Federal Programs Coordinator Meeting 273833 - Jan 27, 2016 9:00 am - 1:00 pm	4.00	13	14
Instructional Leadership			
WAESC/GFESC - Shared Reading and Fluency Instruction in K-1 272682 - Jan 28, 2016 9:00 am - 4:00 pm	6.00	8	15
Instructional Strategies			
WAESC - Reading Recovery - Central Region 274743 - Jan 28, 2016 9:00 am - 4:00 pm	6.00	6	11
Instructional Strategies			
WAESC - Superintendents' Meeting 273181 - Jan 29, 2016 11:30 am - 2:00 pm	2.50	19	36
WAESC/GFESC - ACT Aspire, Day 2: Aligning CCSS to ACT Standards (Gr. 3-10) Mathematics 273661 - Feb 1, 2016 9:00 am - 4:00 pm	6.00	11	41
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Mentoring Coaching			
WAESC/GFESC - eSchool Transcript Workday 272697 - Feb 2, 2016 9:00 am - 3:00 pm	0.00	1	1
WAESC/GFESC - CPI Training for GFESC Early Childhood Program, Day 1 of 2 273320 - Feb 2, 2016 9:00 am - 4:00 pm	6.00	3	16
Classroom Management			
WAESC/GFESC - CPI Training for GFESC Early Childhood Program, Day 2 of 2 273322 - Feb 3, 2016 9:00 am - 4:00 pm	6.00	2	14
Classroom Management			
WAESC/GFESC - Blended Learning ReBoot Camp for District Leaders (Team Digital) 273559 - Feb 4, 2016 9:00 am - 12:00 pm	3.00	4	9
Educational Technology			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - ACT Aspire Day 2: Aligning CCSS to ACT Standards (Gr. 3-10) Literacy 273663 - Feb 8, 2016 9:00 am - 4:00 pm	6.00	11	41
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Mentoring Coaching			
WAESC - LDC, Day 6 267081 - Feb 9, 2016 9:00 am - 4:00 pm	6.00	3	8
Instructional Strategies			
WAESC - CPI Training (Proper Restraints) Day 1 of 2 272126 - Feb 9, 2016 9:00 am - 4:00 pm	6.00	7	28
Classroom Management			
WAESC - MDC: Math Design collaborative, Day 6 244390 - Feb 10, 2016 9:00 am - 4:00 pm	6.00	7	20
Assessment,Common Core State Standards,Instructional Strategies			
WAESC - CPI Training (Proper Restraints) Day 2 272130 - Feb 11, 2016 9:00 am - 4:00 pm	6.00	7	26
Classroom Management			
WAESC/GFESC - Arkansas TESS & LEADS Support Training for Principals 273155 - Feb 11, 2016 8:30 am - 11:30 am	3.00	5	6
Assessment			
WAESC/GFESC - Arkansas TESS & LEADS Support Training for Superintendents 273159 - Feb 11, 2016 12:30 pm - 3:30 pm	6.00	4	4
Assessment			
WAESC/GFESC - eSchool Next Year Scheduling for Secondary Schools 274309 - Feb 11, 2016 9:00 am - 3:00 pm	5.00	4	8
Non-Curricular			
WAESC/GFESC - Instructional Facilitator Reunion (Edcamp) 274115 - Feb 12, 2016 9:00 am - 3:00 pm	6.00	5	13
Instructional Leadership			
WAESC/GFESC - AG Inservice at ATU Ozark 277232 - Feb 12, 2016 9:00 am - 12:00 pm	3.00	12	13
Instructional Strategies			
WAESC/GFESC - eSchool Next Year Scheduling for Secondary Schools 274311 - Feb 16, 2016 9:00 am - 3:00 pm	5.00	4	10
Non-Curricular			
WAESC/GFESC - ADE ACSIP Statewide Field Test Workday 273146 - Feb 17, 2016 9:00 am - 3:00 pm	6.00	4	4
Assessment,Educational Technology			
WAESC - Reading Recovery - Central Region 276826 - Feb 18, 2016 9:00 am - 3:00 pm	6.00	6	10
Instructional Strategies			
WAESC/GFESC - Superintendents' Meeting 275796 - Feb 19, 2016 11:30 am - 2:00 pm	2.50	18	28

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - Science Olympiad (STEM Competition Planning Session)			
273097 - Feb 23, 2016 9:00 am - 3:00 pm	6.00	13	24
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Educational Technology,Mentoring Coaching,Parental Involvement			
WAESC/GFESC - eSchool HAC Course Requests			
274313 - Feb 23, 2016 9:00 am - 3:00 pm	5.00	11	17
Non-Curricular			
WAESC/GFESC - Business Education Inservice at Greenwood High School			
278342 - Feb 23, 2016 4:30 pm - 8:30 pm	4.00	18	27
Instructional Strategies			
WAESC - CPI Training (Proper Restraints) for Administrators and SROs Only			
272123 - Feb 24, 2016 9:00 am - 4:00 pm	6.00	10	17
Classroom Management			
WAESC/GFESC - Data Collection Training			
272871 - Feb 24, 2016 9:00 am - 4:00 pm	6.00	14	25
WAESC - School Improvement Training, Day 4			
268224 - Feb 25, 2016 8:30 am - 3:30 pm	6.00	2	5
Private Events,Systemic Change Process			
WAESC/GFESC - Everything You Wanted To Ask A Behavior Specialist Training			
272884 - Feb 25, 2016 9:00 am - 12:00 pm	3.00	8	10
WAESC/GFESC - New GT Coordinators' Meeting			
276823 - Feb 26, 2016 9:00 am - 12:00 pm	3.00	4	4
Advocacy Leadership			
WAESC/GFESC - U of O Teacher Orientation			
278641 - Feb 26, 2016 9:00 am - 3:00 pm	6.00	8	12
Educational Technology,Instructional Strategies,Parental Involvement			
WAESC/GFESC - Curriculum Coordinators, Elementary Principals, Secondary Principals Meeting			
275505 - Feb 29, 2016 9:00 am - 11:30 am	2.50	17	39
Instructional Leadership			
WAESC/GFESC - FACS Inservice at Alma High School			
279036 - Feb 29, 2016 4:30 pm - 8:30 pm	4.00	15	18
Instructional Strategies			
WAESC/GFESC - Gr. 4-5 Narrative and Opinion Writing Instruction			
272984 - Mar 2, 2016 9:00 am - 4:00 pm	6.00	6	8
Common Core State Standards,Instructional Strategies			
WAESC/GFESC - Gr. 2-3 Opinion and Narrative Writing Instruction			
272987 - Mar 3, 2016 9:00 am - 4:00 pm	6.00	10	17
Common Core State Standards,Instructional Strategies			
WAESC/GFESC - LDC/MDC Rollout Webinar			
278763 - Mar 3, 2016 9:00 am - 11:00 am	2.00	2	3
Instructional Leadership,Instructional Strategies			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC - Tech Coordinators' Meeting 267942 - Mar 9, 2016 9:00 am - 3:00 pm	6.00	14	16
WAESC/GFESC - Vision Screening Certification Training for School Nurses 273266 - Mar 10, 2016 9:00 am - 12:30 pm	3.50	3	4
Health Physical Activity			
WAESC/GFESC - Hearing Screening Certification Training for School Nurses 273268 - Mar 10, 2016 12:30 pm - 4:00 pm	3.50	3	4
Health Physical Activity			
WAESC/GFESC - Science and the K-4 Classroom 275376 - Mar 11, 2016 9:00 am - 4:00 pm	6.00	11	29
Arkansas Content Standards Frameworks, Curriculum Alignment			
WAESC/GFESC - Arkansas Teacher Retirement System Membership Bookkeeper Training Workshop 276286 - Mar 17, 2016 10:00 am - 12:00 pm	2.00	12	16
Non-Curricular			
WAESC/GFESC - Superintendents' Meeting 279802 - Mar 17, 2016 11:30 am - 2:00 pm	2.50	19	35
WAESC/GFESC - eSchoolPlus Upgrade from 2.4 to 3.1, Day 1 of 3 278827 - Mar 28, 2016 9:00 am - 3:00 pm	6.00	21	39
WAESC/GFESC - eSchoolPlus Upgrade from 2.4 to 3.1, Day 2 of 3 278831 - Mar 29, 2016 9:00 am - 3:00 pm	6.00	16	33
WAESC/GFESC - Virtual Arkansas Update and Registration Training for Principals and Counselors 276884 - Mar 30, 2016 9:00 am - 4:00 pm	6.00	7	9
Educational Technology			
WAESC/GFESC - eSchoolPlus Upgrade from 2.4 to 3.1, Day 3 of 3 278836 - Mar 30, 2016 9:00 am - 3:00 pm	6.00	21	37
Non-Curricular			
WAESC/GFESC - Microsoft IT Boot Camp 282768 - Mar 30, 2016 4:30 pm - 8:30 pm	4.00	5	6
Educational Technology			
WAESC/GFESC - 3.1 TAC Upgrade 282475 - Mar 31, 2016 9:00 am - 3:00 pm	6.00	5	33
Educational Technology			
WAESC/GFESC - Superintendents' Meeting 282521 - Apr 15, 2016 11:30 am - 2:00 pm	2.50	19	32
WAESC/GFESC - Paper Bid Awards 284012 - Apr 15, 2016 9:00 am - 9:30 am	0.50	5	6
Non-Curricular			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - Small Group Reading Instruction, Day 2 281760 - Apr 18, 2016 9:00 am - 4:00 pm	6.00	8	14
WAESC/GFESC - Shopbot Training at Cedarville High School 284789 - Apr 20, 2016 4:30 pm - 8:30 pm	4.00	5	5
WAESC/GFESC - LEAD Principal Training for the Arkansas Leadership Quest Program at the Wyndham Riverfront in North Little Rock, Day 1 of 3 284541 - Apr 24, 2016 6:00 pm - 8:00 pm	2.00	27	27
Advocacy Leadership			
WAESC/GFESC - LEAD Principal Training for the Arkansas Leadership Quest Program at Wyndam Riverfront in North Little Rock, Day 2 of 3 284561 - Apr 25, 2016 8:30 am - 6:00 pm	9.00	27	27
Advocacy Leadership			
WAESC/GFESC - LEAD Principal Training for the Arkansas Leadership Quest Program at the Wyndham Riverfront in North Little Rock, Day 3 of 3 284563 - Apr 26, 2016 8:30 am - 3:00 pm	6.00	27	27
Advocacy Leadership			
WAESC/GFESC - Virtual Arkansas Update and Registration Training for Principals and Counselors 276887 - Apr 28, 2016 9:00 am - 4:00 pm	6.00	10	14
Educational Technology			
WAESC/GFESC - eSchool Next Year Scheduling for Elementary Schools 284473 - May 4, 2016 9:00 am - 3:00 pm	5.00	7	9
Non-Curricular			
WAESC - Reading Recovery - Central Region 286464 - May 5, 2016 9:00 am - 2:00 pm	6.00	6	8
Instructional Strategies			
WAESC/GFESC - Informational Chess Meeting, Gr. 3-12 283133 - May 10, 2016 1:00 pm - 3:00 pm	2.00	3	3
Instructional Strategies			
WAESC/GFESC - BloomBoard Workday 286108 - May 16, 2016 9:00 am - 2:00 pm	3.00	3	5
Advocacy Leadership			
WAESC/GFESC - APSCN FMS - 1094 Review, Year End Payrolls and Page 36/37 287062 - May 17, 2016 9:00 am - 12:00 pm	0.00	17	19
Non-Curricular			
WAESC/GFESC - Rollover Preparation Workday 284478 - May 18, 2016 9:00 am - 3:00 pm	0.00	16	18
WAESC/GFESC - Superintendents' Meeting 287181 - May 18, 2016 11:30 am - 2:00 pm	2.50	20	37
WAESC/GFESC - CPR: Basic Life Support 276875 - May 24, 2016 9:30 am - 12:00 pm	2.50	3	7
Health Physical Activity			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - CPR: Basic Life Support 276876 - May 25, 2016 9:30 am - 12:00 pm	2.50	4	8
Health Physical Activity			
WAESC/GFESC - CPR for Health Care Providers 276880 - May 26, 2016 9:30 am - 12:00 pm	2.50	5	6
Health Physical Activity			
WAESC/GFESC - Gr. 3-6 Literacy Alignment at Paris 289521 - May 27, 2016 9:00 am - 4:00 pm	6.00	2	18
Arkansas Content Standards Frameworks,Instructional Strategies			
WAESC/GFESC - Gr. 7-12 Literacy Alignment at Paris 289736 - May 31, 2016 9:00 am - 4:00 pm	6.00	2	15
Arkansas Content Standards Frameworks,Instructional Strategies			
WAESC/GFESC - RTI for Math, Day 1 of 2 283502 - Jun 1, 2016 9:00 am - 4:00 pm	6.00	11	14
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			
WAESC/GFESC - RTI for Math, Day 2 of 2 283507 - Jun 2, 2016 9:00 am - 4:00 pm	6.00	7	9
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			
WAESC/GFESC - Picture Perfect Science 290022 - Jun 2, 2016 9:00 am - 3:00 pm	0.00	2	16
WAESC/GFESC - Next Generation Science Standards 290025 - Jun 2, 2016 1:00 pm - 3:00 pm	0.00	1	14
WAESC/GFESC - Planning for Aspire: Arkansas Math Standards, CCSSM, and ACT Math Standards Alignment, Grades 7-12 281869 - Jun 3, 2016 9:00 am - 12:00 pm	3.00	10	11
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Mentoring Coaching			
WAESC/GFESC - Monitoring Meeting (GT Coordinators) 283141 - Jun 3, 2016 9:00 am - 4:00 pm	6.00	7	7
Advocacy Leadership			
WAESC/GFESC - Elementary Principals and Curriculum Coordinators Meeting 287218 - Jun 3, 2016 9:30 am - 11:30 am	2.00	12	22
Advocacy Leadership			
WAESC/GFESC - Building a Classroom Environment for Every Child 274084 - Jun 6, 2016 9:00 am - 4:00 pm	6.00	11	19
Classroom Management			
WAESC/GFESC - Planning for Aspire: Arkansas Math Standards, CCSSM, and ACT MATH Standards Alignment, Grades 5-8 281863 - Jun 6, 2016 9:00 am - 12:00 pm	3.00	5	7
Advocacy Leadership,Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Mentoring Coaching			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - School Nurse Strategies for Real Life in Your District 282867 - Jun 6, 2016 9:00 am - 3:30 pm	6.00	9	11
Health Physical Activity			
WAESC/GFESC - Language Based Phonics Instruction 289981 - Jun 6, 2016 9:00 am - 4:00 pm	6.00	2	26
Instructional Strategies			
WAESC/GFESC - CNC Dynatorch Collaboration 290277 - Jun 6, 2016 9:00 am - 4:00 pm	6.00	9	9
Educational Technology			
WAESC/GFESC - Google Apps, Extensions and More (Chromebooks) 274087 - Jun 7, 2016 9:00 am - 4:00 pm	6.00	10	16
Educational Technology			
WAESC/GFESC - Gr 6-8 - Informational Reading and Writing, Day 1 of 2 280153 - Jun 7, 2016 9:00 am - 3:00 pm	6.00	10	15
Instructional Strategies			
WAESC/GFESC - Planning for Aspire: Arkansas Math Standards, CCSSM and ACT MATH Standards Alignment, Grades K-5 281857 - Jun 7, 2016 9:00 am - 12:00 pm	3.00	5	5
Advocacy Leadership,Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Mentoring Coaching			
WAESC/GFESC - Secondary Principals' Meeting 287355 - Jun 7, 2016 9:30 am - 11:30 am	2.00	11	20
WAESC/GFESC - Exploring the Mulberry 273042 - Jun 8, 2016 9:00 am - 4:00 pm	6.00	16	39
Arkansas Content Standards Frameworks,Arkansas History,Health Physical Activity			
WAESC/GFESC - Engaging Students in Proof and Reasoning in High School Geometry, Grades 9-12, Day 1 of 2 276277 - Jun 8, 2016 8:30 am - 3:30 pm	6.00	4	5
Instructional Strategies			
WAESC/GFESC - Grades 6-8 Informational Reading and Writing, Day 2 of 2 280155 - Jun 8, 2016 9:00 am - 3:00 pm	6.00	10	16
Instructional Strategies			
WAESC/GFESC - Engaging Students in Proof and Reasoning in High School Geometry, Grades 9-12, Day 2 of 2 276282 - Jun 9, 2016 8:30 am - 3:30 pm	6.00	5	6
Instructional Strategies			
WAESC/GFESC - Science with a Purpose: Biology and Agriculture Research in Arkansas 279631 - Jun 9, 2016 8:00 am - 2:00 pm	6.00	12	18
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies			
WAESC/GFESC - Dynamic Assessment, Scaffolding, Progress Monitoring & RTI: What's the Difference? 282823 - Jun 9, 2016 9:00 am - 4:00 pm	6.00	13	16
Instructional Strategies			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - CPR: Basic Life Support 288537 - Jun 9, 2016 9:30 am - 12:00 pm	2.50	2	8
Health Physical Activity			
WAESC/GFESC - First Aid Training 288541 - Jun 9, 2016 1:00 pm - 3:30 pm	2.50	1	1
WAESC/GFESC - Is Your School Ready for a ReMix? Blended Learning ReBoot Camp for Administrators 279671 - Jun 10, 2016 9:00 am - 12:00 pm	3.00	1	1
Educational Technology, Instructional Strategies			
WAESC/GFESC - Differentiating Instruction of Addition and Subtraction, Grades K-2 280419 - Jun 10, 2016 9:00 am - 4:00 pm	6.00	10	19
Assessment, Common Core State Standards, Instructional Strategies			
WAESC/GFESC - Getting into Grammar Instruction, Grades 2-5 280868 - Jun 10, 2016 9:00 am - 4:00 pm	6.00	7	19
Instructional Strategies			
WAESC/GFESC - Project Based Learning in Grades 3 & Up 283144 - Jun 10, 2016 9:00 am - 4:00 pm	6.00	8	11
Instructional Strategies			
WAESC/GFESC - CPR for Health Care Providers 288451 - Jun 10, 2016 9:30 am - 12:00 pm	2.50	2	2
Health Physical Activity			
WAESC/GFESC - Picture Perfect at Paris 290172 - Jun 10, 2016 9:00 am - 4:00 pm	6.00	1	27
Educational Technology			
WAESC/GFESC - Shopbot Collaboration 290286 - Jun 10, 2016 9:00 am - 4:00 pm	6.00	5	5
Educational Technology			
WAESC/GFESC - Hands-on Learning in Special Ed Classes, Middle School Math 276288 - Jun 13, 2016 9:00 am - 4:00 pm	6.00	10	26
Instructional Strategies			
WAESC/GFESC - Grasping Phenomenal Science for Grade K-4: Navigating from Standards to Instruction, Day 1 of 3 282160 - Jun 13, 2016 9:00 am - 4:00 pm	6.00	19	55
Arkansas Content Standards Frameworks, Curriculum Alignment			
WAESC/GFESC - Google Tools 282732 - Jun 13, 2016 9:00 am - 4:00 pm	6.00	8	20
Educational Technology			
WAESC/GFESC - APSCN FMS - Fiscal Year End Review 288147 - Jun 13, 2016 9:00 am - 12:00 pm	3.00	15	20
Non-Curricular			
WAESC/GFESC - Engaging Middle School Math Activities, Grades 7-8 276290 - Jun 14, 2016 9:00 am - 4:00 pm	6.00	7	8
Common Core State Standards, Instructional Strategies			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - Learning is a Juggling Act: The Crucial Role Executive Function Plays in All Learning			
280954 - Jun 14, 2016 9:00 am - 4:00 pm	6.00	11	20
Cognitive Research,Principles of Learning Developmental Stages			
WAESC/GFESC - Grasping Phenomenal Science for Grades K-4: Navigating from Standards to Instruction, Day 2 of 3			
282164 - Jun 14, 2016 9:00 am - 4:00 pm	6.00	18	54
Arkansas Content Standards Frameworks,Curriculum Alignment			
WAESC/GFESC - Game Creation for Teachers Who Don't Have Time to Create Games			
282735 - Jun 14, 2016 9:00 am - 4:00 pm	6.00	9	21
WAESC/GFESC - Activities, Amusements and Adaptations for all Learners in Physical Education			
283109 - Jun 14, 2016 9:00 am - 4:00 pm	6.00	13	21
Health Physical Activity			
WAESC/GFESC - Monitoring Meeting (GT Coordinators)			
285783 - Jun 14, 2016 9:00 am - 4:00 pm	6.00	6	7
Advocacy Leadership			
WAESC/GFESC - Part 1-Reduce, Reuse, Recycle at Huckabee Nature Center, Barling			
273326 - Jun 15, 2016 9:00 am - 3:30 pm	6.00	6	16
Instructional Strategies			
WAESC/GFESC - Grasping Phenomenal Science for Grades K-4: Navigating from Standards to Instruction, Day 3 of 3			
282167 - Jun 15, 2016 9:00 am - 4:00 pm	6.00	19	52
Arkansas Content Standards Frameworks,Curriculum Alignment			
WAESC/GFESC - Using Google Classroom			
282738 - Jun 15, 2016 9:00 am - 4:00 pm	6.00	10	20
Educational Technology			
WAESC/GFESC - Para Professional Personal Care Training (required)			
285111 - Jun 15, 2016 9:00 am - 3:00 pm	6.00	4	12
Health Physical Activity			
WAESC/GFESC - WATC Inservice			
291616 - Jun 15, 2016 9:00 am - 4:00 pm	6.00	8	9
WAESC/GFESC - This Is Arkansas: A Seminar On History and Culture Of The Natural State			
282296 - Jun 16, 2016 9:00 am - 3:00 pm	6.00	21	70
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Educational Technology,Mentoring Coaching,Parental Involvement			
WAESC/GFESC - Choice is the Key: Creating a Flexible Classroom Environment to Maximize Student Engagement in Learning			
282570 - Jun 16, 2016 9:00 am - 12:00 pm	6.00	9	29
Principles of Learning Developmental Stages			
WAESC/GFESC - Ipad and Chrome Apps			
282740 - Jun 16, 2016 9:00 am - 4:00 pm	6.00	9	20
Educational Technology			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - Para Professional Personal Care Training (required)			
285118 - Jun 16, 2016 9:00 am - 3:00 pm	6.00	5	25
Non-Curricular			
WAESC/GFESC - Online Assessment Tools			
282743 - Jun 17, 2016 9:00 am - 4:00 pm	6.00	8	18
Educational Technology			
WAESC/GFESC - Integrating Creative Thinking into Your Gr. 3-12 Classroom			
283149 - Jun 17, 2016 9:00 am - 4:00 pm	6.00	13	23
Instructional Strategies			
WAESC/GFESC - Reduce, Reuse, Recycle, Part I at Univ of the Ozarks, Clarksville			
273359 - Jun 20, 2016 9:00 am - 3:30 pm	6.00	5	16
Instructional Strategies			
WAESC/GFESC - Building a Portfolio for TESS			
274090 - Jun 20, 2016 9:00 am - 4:00 pm	6.00	9	17
Educational Technology			
WAESC/GFESC - Cognitively Guided Instruction, Year 2, Day 1 of 4			
280403 - Jun 20, 2016 8:30 am - 3:30 pm	6.00	2	20
Assessment,Common Core State Standards,Instructional Strategies			
WAESC/GFESC - Words, Words, Words, Day 1			
280935 - Jun 20, 2016 9:00 am - 4:00 pm	6.00	13	25
Arkansas Content Standards Frameworks,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC/GFESC - Google Apps, Extensions and More (Chromebooks)			
274093 - Jun 21, 2016 9:00 am - 4:00 pm	6.00	7	21
Educational Technology			
WAESC/GFESC - Building Integer Concepts and Operations Conceptually with Deeper Understanding, Day 1 of 2			
278841 - Jun 21, 2016 8:30 am - 3:30 pm	6.00	8	9
Instructional Strategies			
WAESC/GFESC - Healthy Active Arkansas Schools			
279253 - Jun 21, 2016 9:00 am - 3:30 pm	6.00	11	15
Health Physical Activity			
WAESC/GFESC - Cognitively Guided Instruction, Year 2, Day 2 of 4			
280408 - Jun 21, 2016 8:30 am - 3:30 pm	6.00	1	17
Assessment,Common Core State Standards,Instructional Strategies			
WAESC/GFESC - Words, Words, Words, Day 2			
280942 - Jun 21, 2016 9:00 am - 4:00 pm	6.00	13	25
Arkansas Content Standards Frameworks,Instructional Strategies,Principles of Learning Developmental Stages			
WAESC/GFESC - Rolling on the River and Lock and Dam 13			
273048 - Jun 22, 2016 9:00 am - 3:00 pm	6.00	11	24
WAESC - Code.org K-5 Curriculum (Free Professional Development Workshop)			
274200 - Jun 22, 2016 9:00 am - 4:00 pm	6.00	8	16
Educational Technology			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - Building Integer Concepts and Operations Conceptually with Deeper Understanding, Day 2 of 2			
278844 - Jun 22, 2016 8:30 am - 3:30 pm	6.00	7	7
Instructional Strategies			
WAESC/GFESC - Cognitively Guided Instruction, Year 2, Day 3 of 4			
280414 - Jun 22, 2016 8:30 am - 3:30 pm	6.00	1	17
Assessment, Common Core State Standards, Instructional Strategies			
WAESC/GFESC - What's Going On With This Kid? Help Unlocking the Puzzle for Struggling Readers in the Mid-Level Grades			
285469 - Jun 22, 2016 9:00 am - 4:00 pm	6.00	10	10
Assessment, Instructional Strategies			
WAESC/GFESC - Assessment and RTI			
290814 - Jun 22, 2016 9:00 am - 12:00 pm	3.00	2	19
WAESC - Code.org K-5 Curriculum (Free Professional Development Workshop)			
274201 - Jun 23, 2016 9:00 am - 4:00 pm	6.00	5	13
Educational Technology			
WAESC/GFESC - Using the State Capitol to Teach (2 hr Arkansas History)			
276750 - Jun 23, 2016 9:00 am - 11:00 am	2.00	8	14
Arkansas History			
WAESC/GFESC - Seed Digging: Planting Happy Seeds and Pulling Weeds in a Child's Heart			
276872 - Jun 23, 2016 9:00 am - 2:00 pm	6.00	11	14
WAESC/GFESC - Cognitively Guided Instruction, Year 2, Day 4 of 4			
280416 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	1	17
Assessment, Common Core State Standards, Instructional Strategies			
WAESC/GFESC - Assessment and RTI			
290819 - Jun 23, 2016 9:00 am - 3:00 pm	6.00	2	20
WAESC - Code.org K-5 Curriculum (Free Professional Development Workshop)			
274202 - Jun 24, 2016 9:00 am - 4:00 pm	6.00	6	16
Educational Technology			
WAESC/GFESC - Promoting a Growth Mindset in Mathematics Education in Arkansas (livestreaming) - Keynote: Jo Boaler			
279258 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	6	7
Instructional Leadership, Principles of Learning Developmental Stages, Systemic Change Process			
WAESC/GFESC - Increasing Inclusive Physical Activity and Health Education			
280566 - Jun 24, 2016 9:00 am - 3:00 pm	6.00	3	4
Health Physical Activity			
WAESC/GFESC - Set The Stage To Engage			
286684 - Jun 24, 2016 9:00 am - 4:00 pm	6.00	12	21
WAESC/GFESC - Google Apps, Extensions and More (Chromebooks)			
274096 - Jun 27, 2016 9:00 am - 4:00 pm	6.00	12	23
Educational Technology			

Summary Attended

Printed Date: 7/20/2016 Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - ATU Summer Institute - "The Longitude Prize" and the Field of Geography			
276329 - Jun 27, 2016 12:00 pm - 1:00 pm	1.00	1	1
Instructional Strategies			
WAESC/GFESC - ATU Summer Institute - "Before Columbus: The Americas of 1491": Geography			
276335 - Jun 27, 2016 1:15 pm - 2:15 pm	1.00	1	1
Instructional Strategies			
WAESC/GFESC - ATU Summer Institute - "Before Columbus: The Americas of 1491": History			
276344 - Jun 27, 2016 2:30 pm - 3:30 pm	1.00	2	2
WAESC/GFESC - ATU Summer Institute - Critical Reading - Response to Text: Reflecting and Summarizing			
276347 - Jun 27, 2016 3:45 pm - 4:45 pm	1.00	2	2
Instructional Strategies			
WAESC/GFESC - Elementary Math Discussions, Grades K-4			
280427 - Jun 27, 2016 9:00 am - 4:00 pm	6.00	4	6
Common Core State Standards,Instructional Strategies			
WAESC/GFESC - Comprehensive Literacy Grades 2-4, Day 12 (Effective Literacy)			
281095 - Jun 27, 2016 8:45 am - 4:00 pm	6.00	5	6
Common Core State Standards,Instructional Strategies			
WAESC/GFESC - Building a Classroom Environment for Every Child			
274098 - Jun 28, 2016 9:00 am - 3:45 pm	6.00	9	20
Classroom Management			
WAESC/GFESC - ATU Summer Institute - The First Red Scare			
276350 - Jun 28, 2016 12:00 pm - 1:00 pm	1.00	1	1
Instructional Strategies			
WAESC/GFESC - ATU Summer Institute - The Second Red Scare			
276353 - Jun 28, 2016 1:15 pm - 2:15 pm	1.00	1	1
Instructional Strategies			
WAESC/GFESC - ATU Summer Institute - The First Global Age: From Regional Connections to Global Networks			
276355 - Jun 28, 2016 2:30 pm - 3:30 pm	1.00	1	1
WAESC/GFESC - ATU Summer Institute - The First Global Age: Effects of the Expansion of Empires, 1450-1770			
276358 - Jun 28, 2016 3:45 pm - 4:45 pm	1.00	1	1
Instructional Strategies			
WAESC/GFESC - Literacy Design Collaborative (LDC), Day 1			
278468 - Jun 28, 2016 8:45 am - 3:00 pm	6.00	5	21
Building a Collaborative Learning Community,Curriculum Alignment,Instructional Strategies			
WAESC/GFESC - Rolling on the River and Lock and Dam 13			
273049 - Jun 29, 2016 9:00 am - 3:00 pm	6.00	11	26
WAESC/GFESC - ATU Summer Institute - The Legacy of the French Revolution			
276364 - Jun 29, 2016 12:00 pm - 1:00 pm	1.00	3	3
Instructional Strategies			

Summary Attended

Printed Date: 7/20/2016

Last modified: 7/20/2016

Session	Credits	Districts	Attended
WAESC/GFESC - ATU Summer Institute - Great Speeches of the 1960s: Malcom X and Lyndon Johnson			
276367 - Jun 29, 2016 1:15 pm - 2:15 pm	1.00	4	4
Instructional Strategies			
WAESC/GFESC - ATU Summer Institute - Art History: Post-Modernism			
276369 - Jun 29, 2016 2:30 pm - 3:30 pm	1.00	5	5
Instructional Strategies			
WAESC/GFESC - ATU Summer Institute - L'Engle's "A Wrinkle in Time" and Cooper's "The Dark Is Rising"			
276371 - Jun 29, 2016 3:45 pm - 4:45 pm	1.00	3	3
WAESC/GFESC - Lessons Learned from ACTFL			
277003 - Jun 29, 2016 9:00 am - 4:00 pm	6.00	2	2
Instructional Strategies			
WAESC/GFESC - Literacy Design Collaborative (LDC), Day 2			
278472 - Jun 29, 2016 9:00 am - 3:00 pm	6.00	5	17
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies			
WAESC/GFESC - Extra! Extra! Latest New Brain Injury: Causes, Assessment and Intervention			
282758 - Jun 29, 2016 8:30 am - 3:30 pm	6.00	11	15
Assessment, Cognitive Research			
WAESC/GFESC - ATU Summer Institute - Arkansas Geography: Major Rivers			
276374 - Jun 30, 2016 12:00 pm - 1:00 pm	1.00	5	7
Arkansas History			
WAESC/GFESC - ATU Summer Institute - Civil War Battles Along the Arkansas River			
276377 - Jun 30, 2016 1:15 pm - 2:15 pm	1.00	6	10
Arkansas History			
WAESC/GFESC - ATU Summer Institute - deTocqueville's "Democracy in America" in Historical Context			
276396 - Jun 30, 2016 2:30 pm - 3:30 pm	1.00	5	8
Instructional Leadership			
WAESC/GFESC - ATU Summer Institute - Faulkner's "As I Lay Dying"			
276411 - Jun 30, 2016 3:45 pm - 4:45 pm	1.00	3	5
Instructional Strategies			

GRAND TOTAL**107****7919**

Annual Report 2016



Northcentral Arkansas Education Cooperative

PO Box 739
99 Haley ST
Melbourne, AR 72556

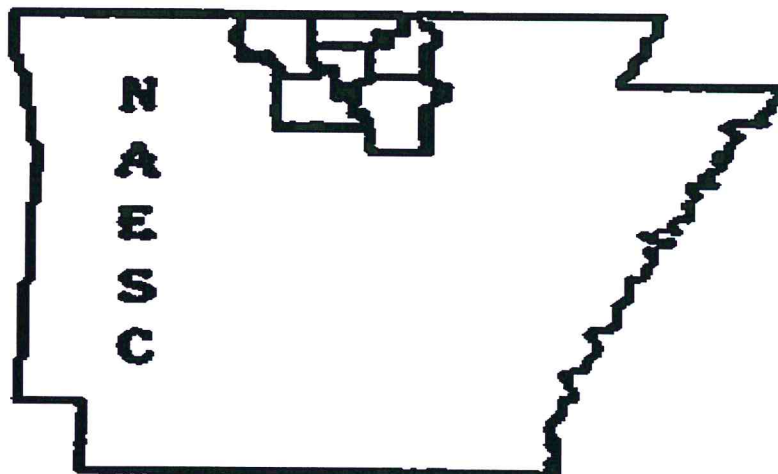


Table of Contents

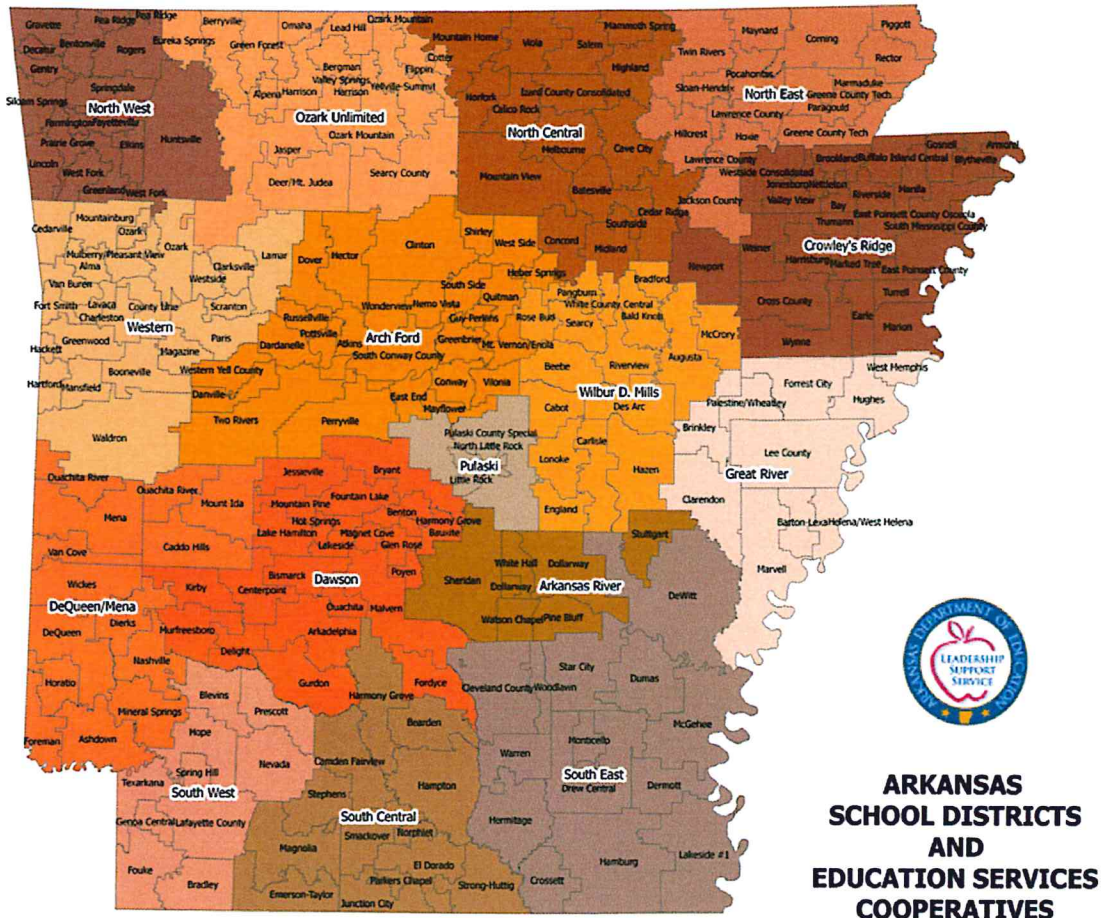
<u>Table of Contents</u>	<u>1</u>
<u>A Word From The Director</u>	<u>2</u>
<u>State Map and Mission Statement</u>	<u>3</u>
<u>Organizational Chart</u>	<u>4</u>
<u>Board of Directors and Teacher Center Committee</u>	<u>5</u>
<u>ESC Annual Report</u>	
I. <u>Governance</u>	<u>6</u>
II. <u>Staff</u>	<u>7</u>
III. <u>Teacher Center</u>	<u>9</u>
IV. <u>Administrative Services</u>	<u>9</u>
V. <u>Direct Services to Students</u>	<u>11</u>
VI. <u>Anecdotal Reports</u>	<u>11</u>
VII. <u>Employment Policies and Practices</u>	<u>13</u>
<u>Salary Schedule</u>	<u>15</u>
<u>Programs</u>	<u>16-32</u>
<u>Special Projects and Programs</u>	<u>33-35</u>
<u>Professional Development Activities Report</u>	<u>36-72</u>

Message From The Director

The Northcentral Arkansas Education Service Cooperative was established in 1985 by Act 349 of 1985 along with 14 other cooperatives around the state. Since the beginning, education cooperatives have been a major part of the education delivery system in Arkansas and have evolved to become the essential third leg on the stool along with the Arkansas Department of Education and the individual school districts.

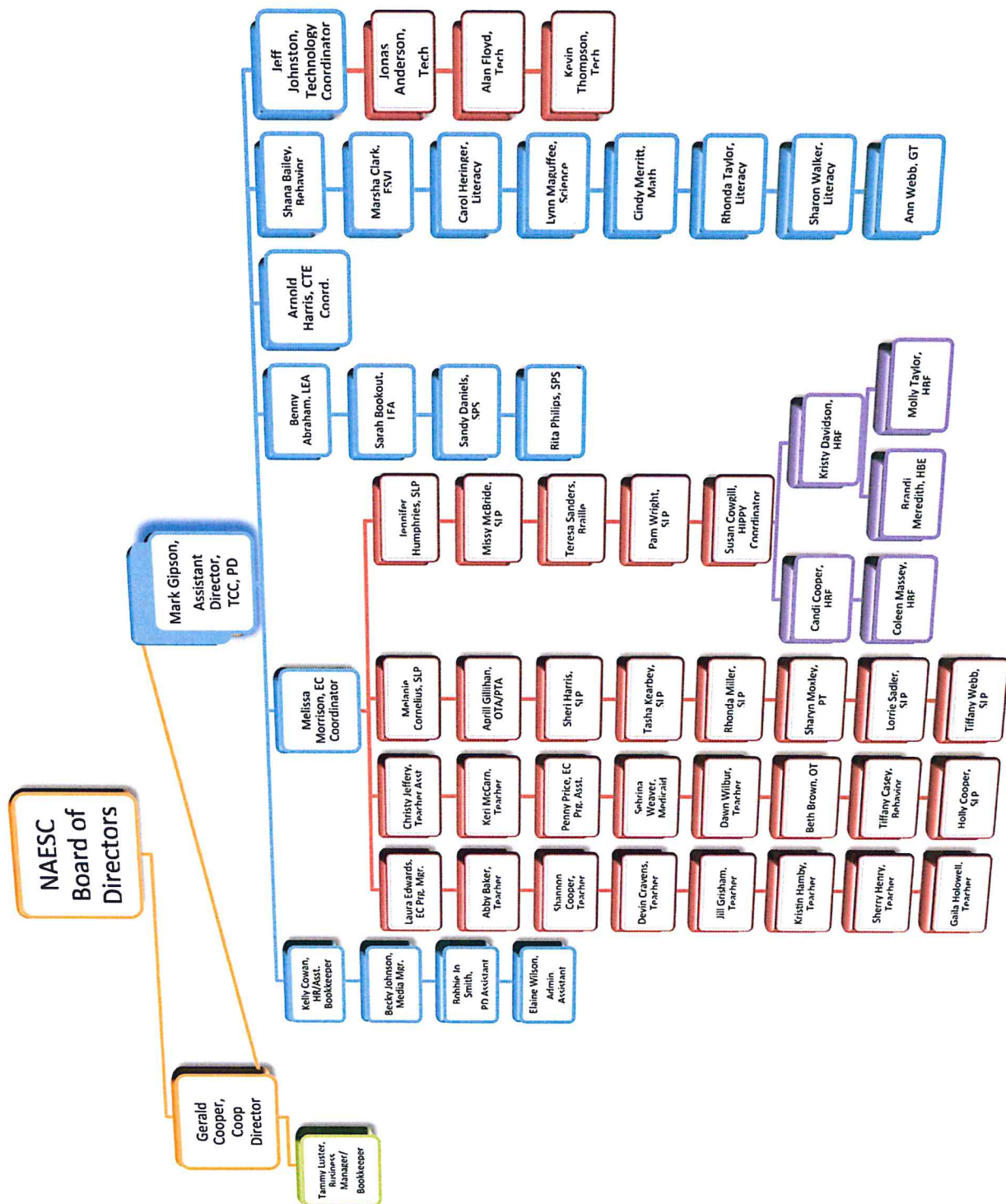
Every cooperative has the word "Service" in their name and service is the true purpose of the cooperatives. As superintendent for many years, I was always very appreciative of the services NAESC provided to my district, teachers, staff, and most importantly our students. All the services at NAESC are just a means to an end of helping students to lead successful and productive lives. All the staff at NAESC takes this responsibility very seriously and we are dedicated to helping our districts in any way possible to assist them in serving the needs of their students.

The following report of activities for 2015-16 was prepared by our staff to inform our member schools, the Arkansas Department of Education, members of the Arkansas General Assembly and the Governor's office, of the comprehensive service we have provided to our member districts.



MISSION

The mission of the Northcentral Arkansas Education Service Cooperative is to provide services to assist member districts in their efforts to improve instruction and enhance student lives. The co-op strives to obtain the best people available to help train our teachers, seek out every new resource, model every technological or instructional tool teachers can use to improve instruction for kids, to help schools meet ever-increasing accountability for student achievement, and to give our students a better opportunity to do the things in life that will make them productive, successful citizens of our communities.



Board Members for Districts in Northcentral Education Service Cooperative

Batesville, Calico Rock, Cave City, Cedar Ridge, Concord, Highland, IZARD County, Mammoth Spring, Melbourne, Midland, Mountain Home, Mountain View, Norfolk, Salem, Southside, Viola

Officers of the Board

Name	Position	School District
Mr. Roger Rich	President	Southside
Mr. Rowdy Ross	Vice-President	Mountain View
Mrs. Tracy Webb	Secretary	Highland

Members of the Board

Name	Position	School District
Mr. Gary Anderson	Member	Batesville
Mr. Jerry Skidmore	Member	Calico Rock
Mr. Andy Ashley	Member	Cedar Ridge
Dr. Michael Davidson	Member	Concord
Mr. Steven Green	Member	Cave City
Mr. Fred Walker	Member	IZARD County Consolidated
Mr. David Turnbough	Member	Mammoth Spring
Mr. Dennis Sublett	Member	Melbourne
Mr. Dewayne Wammack	Member	Midland
Dr. Jake Long	Member	Mountain Home
Mr. Mike Seay	Member	Norfolk
Mr. Ken Rich	Member	Salem
Mr. John May	Member	Viola

Each participating school district in the Northcentral Educational Service Cooperative will have one representative on the **Teacher Center Committee**. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each committee member shall be elected for a term of three years.

Member	District	Position	Term Expires
Judy Rogers	Batesville	Elementary	2015-2016
Jessica Ables	Calico Rock	Elementary Administrative	2016-2017
Crystal Bradley	Cave City	High School	2016-2017
Paula Osborne	Cedar Ridge	Elementary	2016-2017
Mary Williams	Concord	Administrative	2015-2016
Beaula Sharp	Highland	Middle School	2016-2017
Michelle Walker	IZARD County Consolidated	Middle School	2017-2018
David Turnbough	Mammoth Spring	Administrative	2017-2018
Melissia Cooper	Melbourne	Administrative	2015-2016
Melissa Brackett	Midland	Elementary	2016-2017
Devona Pendergrass	Mountain Home	High School	2017-2018
Tanya Stewart	Mountain View	Middle School	2015-2016
Mandy Bennett	Norfolk	Middle/High School	2015-2016
Vicki Ragan	Salem	Elementary	2017-2018
Carol Byrd	Southside	High School	2017-2018
James Kerr	Viola	Administrative	2016-2017

Education Service Cooperative (ESC) Annual Report

Date: 6/21/2016 LEA#: 33-20 ESC#: _____

ESC Name: Northcentral Arkansas Education Service Cooperative

Address: 99 Haley Street, P.O. Box 739, Melbourne, AR. 72556

Director: Gerald Cooper

Teacher Center Coordinator: Mark Gipson

Names of Counties Served: Baxter, Fulton, Sharp, Izard, Stone, Independence, Cleburne

Number of Districts: 16 Number of Students: 17,828

Number of Teachers: 1,647

Governance:

- A. How is co-op governed? Board of Directors X Or Executive Committee ____
How many members on Board? 16
Executive Committee? No
How many times did Board meet? 10
When is regular meeting? Second Wednesday of Each Month
Date of current year's annual meeting: June 21, 2016
- B. Does co-op have Teacher Center Committee? Yes X No ____
If yes, then:
How many members on Teacher Center Committee? 16
How many members are teachers? 13
How many times did Teacher Center Committee meet? 3
When is regular meeting? Day after IL meetings
- C. When was most recent survey/needs assessment conducted? May 31, 2016
- D. Have written policies been filed with the Arkansas Department of Education? Yes X No ____

II. Staffing

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions.

Northcentral Arkansas Educational service Cooperative Employees

2016/2017

S=State, F=Federal, H=Head Start, M=Medicaid, P=Private Funding, B=Base Funds, D=District Allocations

Name	Position	Funding Source	New Hire	Resigned
Gerald Cooper	Director	B	*	
Arnold Harris	Deputy Director/Workforce Education Coordinator	B/S		
Mark Gipson	Associate Director/TCC	B		
Melissa Morrison	Early Childhood Coordinator	S	*	
Carol Heringer	Literacy Specialist	S	*	
Rhonda Taylor	Literacy Specialist	S		
Sharon Walker	Literacy Specialist	S		
Cindy Merritt	Math Specialist	S		
Lynn Maguffee	Science Specialist	S	*	
Dr. Ann Webb	G.T. Coordinator	S	*	
Rita Philips	Itinerant Certified Employee	D		
Jeff Johnston	Tech. Coordinator	S		
Shana Bailey	Behavior Support Specialist	F		
Tiffany Casey	EC Behavior Specialist/Teacher	S		
Laura Edwards	EC Special Education Teacher/EC Mgr.	D		
Shannon Cooper	EC Special Education Teacher	S		
Sherry Henry	EC Special Education Teacher	F		
Gaila Holowell	EC Special Education Teacher	F		
Kristin Hamby	EC Special Education Teacher	D		
Dawn Wilbur	EC Special Education Teacher	S		
Devin Cravens	EC Special Education Teacher	F		
Abby Baker	EC Special Education Teacher	S		
Holly Cooper	EC Speech Language Pathologist	S		
Sheri Harris	EC Speech Language Pathologist	S		
Natasha Kearbey	EC Speech Language Pathologist	S		
Tiffany Webb	EC Speech Language Pathologist	S		
Sandy Daniels	Itinerant Certified Employee	D		
Jennifer Humphries	Itinerant Certified Employee	D		
Pam Wright	Itinerant Certified Employee	D	*	
Melanie Cornelius	EC Speech Language Pathologist	D		
Aprill Gillihan	OTA/PTA	S		

Teresa Sanders	Itinerant Certified Employee	D		
Beth Brown	EC. Occupational Therapist	S		
Sharyn Moxley	EC. Physical Therapist	S		
Kevin Thompson	Computer Technician	D		
Alan Floyd	Computer Technician	D/B		
Jonas Anderson	Computer Technician	D		
Marsha Clark	ESVI	F		
Tammy Luster	Bookkeeper	B		
Bobbie Jo Smith	Administrative Assistant for PD	B		
Becky Johnson	Media Manager	B		
Elaine Wilson	Media Paraprofessional	B		
Sebrina Weaver	EC Medicaid Clerk	S		
Christy Jeffrey	EC Teaching Assistant	D		
Penny Price	Paraprofessional	F		
Keri McCarn	EC Special Education Teacher	S	*	
Jill Grisham	EC Special Education Teacher	S		
Lorrie Sadler	EC Speech Language Pathologist	S		
Rhonda Miller	EC Speech Language Pathologist	S/D		
Missy McBride	Itinerant Certified Employee	D	*	
Kelly Cowan	Assistant Bookkeeper	B		
Sarah Bookout	LEA	D	*	
Benny Abraham	LEA	D		
Candice Cooper	HIPPY	F		
Susan Cowgill	HIPPY	F		
Brandi Meredith	HIPPY	F	*	
Debra Massey	HIPPY	F		
Molly Taylor	HIPPY	F	*	
Kristy Davidson	HIPPY	F	*	

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES [☒] NO [☐]

If yes, then:

Approximate the number of titles in media center: 7,636

Does the co-op provide delivery to the districts? YES [☒] NO [☐]

How many districts participate in the media program? 16

How many titles (including duplicate counts) were provided to schools during this current year? 12,179

Do districts contribute dollars to the media services? YES [☒] NO [☐]

If yes, then:

How are media / technology charges per district determined (formal or per ADM)? Please describe: \$1 per ADM

Does the co-op operate a "make-and-take" center for teachers? YES [☒] NO [☐]

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once. 3,550

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

[☒] Cooperative purchasing

[☒] Conduct Annual Needs Assessment /Planning assistance

[☒] Special education services

[☒] Gifted and talented assistance

[☒] Grant writing assistance

[☒] Personnel application

[☒] Assist/support with Evaluation procedures (OSR, ACSIP Monitoring, GT Program evaluation, etc.)

- ☐ Migrant student Identification
- ☒ Bookkeeping assistance
- ☒ Technology training
- ☒ Curriculum support (Common Core State Standards)
- ☐ Business Management training
- ☒ Computer technician
- ☒ C.C.R.P.P. Administration/Collaboration
- ☒ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☒ TARGET interim assessments
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and Local Board Members Training
- ☐ Other (please specify)
- ☐ _____
- ☐ _____

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☐ Student assessment program
- ☐ Itinerant teachers – please list areas: (ECSE, SPED)
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☐ Mentor programs (Ex. Foster Grandparents)
- ☒ Gifted/talented programs: 16 participating districts
- ☐ Digital instruction (Ex. AR iTunes U, podcasts)
- ☒ Speech Pathology Services
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☐ Other (Please specify):

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

- The co-op hosts institutes for groups of our member district's administration leaders. Our Superintendent's Institute provides specialized professional development to Superintendents and Assistant Superintendents in the areas of Data Disaggregation, Parental Involvement, Instructional Leadership, Lottery Training, Curriculum Issues, Facility Issues, Legislative Issues and Acts 61 and 730 Fiscal Management Training. Similarly, the co-op also hosts an Institute for Instructional Leaders of the member districts with an additional focus on their school's data, how well the students compare across the co-op, and how to use the data to improve student performance on the mandated state tests. Both of these have been very successful and well received.
- Another area that the co-op has worked to assist districts in helping improve student achievement is the Intermittent Target Assessments (TIA). In this program, teachers

from across the state, along with recognized experts in Literacy and Math, have developed assessments that correlate to the Student Learning Expectations (SLE's) of the state mandated Benchmark Exams. By using these assessments in conjunction with the D2SC software, schools are able to assess the progress of their students in obtaining proficiency on the exams. The items of this program of intermittent assessments have been statistically measured to indicate a strong correlation to the state SLE's. It is because of this correlation that this program has become a viable predictor of student performance. This has become a very important tool for those districts who have participated.

- The Northcentral Cooperative has always assisted it's member districts in the area of school board member training. With the passage of Act 1775 of 2005, each board member must now receive 6 hours of training per year, with the newly elected members being required to receive 9 hours of training that first year. Because of this need, the co-op entered into a partnership with the Arkansas Public School Resource Center to provide this training at the cooperative, using distance learning technology to reduce travel time and costs for districts. We feel like the goal to provide convenient and appropriate training for school board members has been achieved through this program.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: 1
For this number above, please provide the number in each of the following racial classifications:

1 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2015-2016 school year: 11
For this number above, please provide the number in each of the following racial classifications:

11 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 0
For this number above, please provide the number in each of the following racial classifications:

 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year: 0
For this number above, please provide the number in each of the following racial classifications:

 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 3

For this number above, please provide the number in each of the following racial classifications:

3 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2015-2016 school year: 27

For this number above, please provide the number in each of the following racial classifications:

27 White
 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

2015-16
NAESC Salary Schedule
Approved

Years of Experience	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
CERTIFIED SUPERVISOR																					
Teacher Center Coord.	63,000	64,200	64,800	65,400	66,000	66,600	67,200	67,800	68,400	69,000	69,600	70,200	70,800	71,400	72,000	72,600	73,200	73,800	74,400	75,000	
LEA Spec Ed. Supervisor	52,230	52,830	53,430	54,030	54,630	55,230	55,830	56,430	57,030	57,630	58,230	58,830	59,430	60,030	60,630	61,230	61,830	62,430	63,030	63,630	64,230
Program Coordinator	52,230	52,830	53,430	54,030	54,630	55,230	55,830	56,430	57,030	57,630	58,230	58,830	59,430	60,030	60,630	61,230	61,830	62,430	63,030	63,630	64,230
Early Childhood Coordinator	55,000	55,600	56,200	56,800	57,400	58,000	58,600	59,200	59,800	60,400	61,000	61,600	62,200	62,800	63,400	64,000	64,600	65,200	65,800	66,400	67,000
CERTIFIED NON-SUPER																					
Literacy Specialist	49,680	50,280	50,880	51,480	52,080	52,680	53,280	53,880	54,480	55,080	55,680	56,280	56,880	57,480	58,080	58,680	59,280	59,880	60,480	61,080	61,680
Main Specialist	49,680	50,280	50,880	51,480	52,080	52,680	53,280	53,880	54,480	55,080	55,680	56,280	56,880	57,480	58,080	58,680	59,280	59,880	60,480	61,080	61,680
Science Specialist	49,680	50,280	50,880	51,480	52,080	52,680	53,280	53,880	54,480	55,080	55,680	56,280	56,880	57,480	58,080	58,680	59,280	59,880	60,480	61,080	61,680
Workforce Ed. Evaluator	49,680	50,280	50,880	51,480	52,080	52,680	53,280	53,880	54,480	55,080	55,680	56,280	56,880	57,480	58,080	58,680	59,280	59,880	60,480	61,080	61,680
G/T Coordinator (Full time)	35,820	36,220	36,820	37,420	38,020	38,620	39,220	39,820	40,420	41,020	41,620	42,220	42,820	43,420	44,020	44,620	45,220	45,820	46,420	47,020	47,620
NON 12 MO.																					
Speech Therapist-195 day	44,430	45,030	45,630	46,230	46,830	47,430	48,030	48,630	49,230	49,830	50,430	51,030	51,630	52,230	52,830	53,430	54,030	54,630	55,230	55,830	56,430
Teachers-195 day	36,400	37,000	37,600	38,200	38,800	39,400	40,000	40,600	41,200	41,800	42,400	43,000	43,600	44,200	44,800	45,400	46,000	46,600	47,200	47,800	48,400
Teachers-MSE-195 day	40,400	41,000	41,600	42,200	42,800	43,400	44,000	44,600	45,200	45,800	46,400	47,000	47,600	48,200	48,800	49,400	50,000	50,600	51,200	51,800	52,400
Sch Paych Spec-200 day (Cert.)	42,030	42,630	43,230	43,830	44,430	45,030	45,630	46,230	46,830	47,430	48,030	48,630	49,230	49,830	50,430	51,030	51,630	52,230	52,830	53,430	54,030
Behav. Sup. Spec-200 day (Class)	41,880	42,480	43,080	43,680	44,280	44,880	45,480	46,080	46,680	47,280	47,880	48,480	49,080	49,680	50,280	50,880	51,480	52,080	52,680	53,280	53,880
ESV (Vision) Cons 190 day	46,500	47,100	47,700	48,300	48,900	49,500	50,100	50,700	51,300	51,900	52,500	53,100	53,700	54,300	54,900	55,500	56,100	56,700	57,300	57,900	58,500
PT or OT Asst 1-180 day	43,825	44,425	45,025	45,625	46,225	46,825	47,425	48,025	48,625	49,225	49,825	50,425	51,025	51,625	52,225	52,825	53,425	54,025	54,625	55,225	55,825
PT & OT Asst 1-180 day	49,825	50,225	50,825	51,425	52,025	52,625	53,225	53,825	54,425	55,025	55,625	56,225	56,825	57,425	58,025	58,625	59,225	59,825	60,425	61,025	61,625
Teaching Assistant-210 day	20,460	21,060	21,660	22,260	22,860	23,460	24,060	24,660	25,260	25,860	26,460	27,060	27,660	28,260	28,860	29,460	30,060	30,660	31,260	31,860	32,460
Intermittent Vision Teacher (BSE)	38,400	39,000	39,600	40,200	40,800	41,400	42,000	42,600	43,200	43,800	44,400	45,000	45,600	46,200	46,800	47,400	48,000	48,600	49,200	49,800	50,400
Intermittent Vision Teacher (MSE)	42,750	43,250	43,750	44,250	44,750	45,250	45,750	46,250	46,750	47,250	47,750	48,250	48,750	49,250	49,750	50,250	50,750	51,250	51,750	52,250	52,750
Physical/Occup. Therapist	63,150	63,750	64,350	64,950	65,550	66,150	66,750	67,350	67,950	68,550	69,150	69,750	70,350	70,950	71,550	72,150	72,750	73,350	73,950	74,550	75,150
CLASSIFIED (12 Mo)																					
Bookkeeper	29,294	29,894	30,494	31,094	31,694	32,294	32,894	33,494	34,094	34,694	35,294	35,894	36,494	37,094	37,694	38,294	38,894	39,494	40,094	40,694	41,294
Administrative/Blog Asst.	26,234	26,834	27,434	28,034	28,634	29,234	29,834	30,434	31,034	31,634	32,234	32,834	33,434	34,034	34,634	35,234	35,834	36,434	37,034	37,634	38,234
Media Manager/PO Asst	24,704	25,304	25,904	26,504	27,104	27,704	28,304	28,904	29,504	30,104	30,704	31,304	31,904	32,504	33,104	33,704	34,304	34,904	35,504	36,104	36,704
Medicaid	24,704	25,304	25,904	26,504	27,104	27,704	28,304	28,904	29,504	30,104	30,704	31,304	31,904	32,504	33,104	33,704	34,304	34,904	35,504	36,104	36,704
Sec./Paraprof. Degree	22,864	23,464	24,064	24,664	25,264	25,864	26,464	27,064	27,664	28,264	28,864	29,464	30,064	30,664	31,264	31,864	32,464	33,064	33,664	34,264	34,864
Sec./Paraprof. Non-Degree	21,134	21,734	22,334	22,934	23,534	24,134	24,734	25,334	25,934	26,534	27,134	27,734	28,334	28,934	29,534	30,134	30,734	31,334	31,934	32,534	33,134
Computer Tech Level 1	31,334	31,934	32,534	33,134	33,734	34,334	34,934	35,534	36,134	36,734	37,334	37,934	38,534	39,134	39,734	40,334	40,934	41,534	42,134	42,734	43,334
Computer Tech Level 2	37,454	38,054	38,654	39,254	39,854	40,454	41,054	41,654	42,254	42,854	43,454	44,054	44,654	45,254	45,854	46,454	47,054	47,654	48,254	48,854	49,454
Computer Tech Level 3/B	39,494	40,094	40,694	41,294	41,894	42,494	43,094	43,694	44,294	44,894	45,494	46,094	46,694	47,294	47,894	48,494	49,094	49,694	50,294	50,894	51,494
Computer Tech Level 4/M	41,534	42,134	42,734	43,334	43,934	44,534	45,134	45,734	46,334	46,934	47,534	48,134	48,734	49,334	49,934	50,534	51,134	51,734	52,334	52,934	53,534

Board Secretary: *Tracy Wells*

Board President: *Dee Lee*

APPROVAL DATE: April 10, 2015

* Raises Steps contingent upon base funding increase on an annual basis.

Annual Report

Program: Teacher Center (Professional Development, Curriculum Development)

Funding: Base Funds

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name	Position	Degree
Mark Gipson	Associate Director for Professional Development	MSE
Bobbie Jo Smith	Administrative Assistant	
Becky Johnson	Media Manger	
Elaine Wilson	Media Paraprofessional	

Goal:

The Teacher Center (Professional Development) program is designed to provide prompt, friendly service to all our schools; to improve student achievement by providing access to quality instructional materials; to provide high quality professional development opportunities for all educators across our region in order to build content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards that prepare them to be college and career ready; to provide curriculum development assistance as schools transition from frameworks to Common Core State Standards; and, to serve as a liaison between our districts and the Arkansas Department of Education.

Program Summary:

Teacher Center: NAESC Teacher Center provides a hands-on worksite for our teachers to use in making their own instructional materials, including posters, bulletin boards, bookbinding, label making, games, laminating, and Ellison cut-outs. Throughout the school year, teachers place requests for instructional materials and/or die cuts either by phone or through email to the media department. Once the order is completed, the materials from the Center are delivered to their campus the next week via the media delivery. Local preschools, daycares, Head Start facilities, and Alternative Learning Environments (ALEs) utilize this service for educational purposes too. In addition, local college students and community patrons utilize the center.

Professional Development: Professional Development opportunities target focus areas as outlined by the Arkansas Department of Education to meet the requirements of the law regarding the required 36/60 hours as well as meeting the needs of schools based upon needs assessment survey results and Classroom Walkthrough (CWT) data from the 16 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts.

The Teacher Center Coordinator has the primary responsibility for planning and implementing the Professional Development for member school districts. All cooperative districts as well as other educators from across the state have access to participate in a wide number of professional development opportunities offered at NAESC throughout the year. During the 2015-2016 Professional Development year, NAESC offered 270 workshops with over 4,723 people attending.

In addition to the summer professional development offerings, NAESC offered a wide variety of long term systemic professional development offerings throughout the year. These sessions were designed to help educators with implementation of programs back at their districts. The Teacher Center Coordinator works with districts, co-op curriculum specialists, and the Arkansas Department of Education to arrange such services. Schools interested in receiving campus based professional development must contact the cooperative specialists to arrange these services.

The Teacher Center Coordinator produces an annual summer catalog that is printed and distributed to each member district. All events are placed on the Cooperative's website and in escWorks for online registration. The catalog is given to districts two to three weeks prior to active registration of summer professional development workshops. This allows building principals to work with individual teachers to develop professional growth plans as required by law. For three-fourths of the year, educators used the online registration system,

escWorks, to register for events, document participation and keep a record of all attended trainings. In April, the Cooperative began piloting the new online registration system, My Events inside the Arkansas IDEAS web portal. These online registration systems allowed the Cooperative to assist schools in documenting the required sixty hours of professional development. At the end of summer, reports on participation are given to each district superintendent and building principal. In addition, similar reports are given quarterly to superintendents and building principals in order to help districts maintain current professional development records. The following chart documents the major Professional Development offerings by the Cooperative this past year:

Professional Development 2015-2016

Major Highlights of the Year: 2015-2016

Common Core Professional Development Opportunities; Capacity Building Through: CGI Leadership Training; Instructional Facilitation Training; Math Coach & Science Coach Consortium; Literacy IF Training; Principal Sessions; MDC (Math Design Collaborative trainings) and Job-Alike Sessions

Annual Report

Program: Literacy
Funding: Arkansas Department of Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Sharon Walker
Position: Literacy / Dyslexia Specialist
Degree: Masters in Education

Name: Carol Heringer
Position: Literacy Specialist
Degree: Masters in Education

Name: Rhonda Taylor
Position: Reading Recovery Teacher Leader
Degree: Masters in Education

Goal:

The Literacy Department strives to increase teachers' knowledge and implementation of current evidence-based practices through high-quality professional development. Literacy specialists also work to support teachers through integrated assessment and responsive instruction. The professional development provided is aligned to state and national standards, evidence-based research, and best practices in literacy. The literacy specialists each serve on core teams developed by the Arkansas Department of Education to study, write, and train quality professional development.

Program Summary:

ICLF (Implementing a Comprehensive Literacy Framework) is a statewide professional development offered by the Arkansas Department of Education and the education service cooperatives. ICLF is aligned with the Arkansas State Standards and is designed to assist K-8 teachers in the implementation of a comprehensive literacy classroom. This professional development is taught in modules that target the components of comprehensive literacy. Participants select modules based on their particular need or based on their PGP's. The modules can also be tailored for school-based professional development. Continued support through modeling, lesson planning, and observation is available to participants.

Stand-alone, statewide professional development is also available to participants of the Northcentral Cooperative. These specific professional development offerings extend the learning of the ICLF Modules and enhance the learning potential for students. Offering is based upon feedback from the Northcentral professional development survey to participants, as well as suggestions from schools.

Reading Recovery is a short term early literacy intervention that provides intensive, individual instruction for the students with the lowest reading performance in first grade, as well as strategies for small group interventions.

Dyslexia Training & Support is provided to all Northcentral districts. Several workshops in the summer target the dyslexia team and interventionists. Other summer workshops are geared toward the classroom teacher to enhance their understanding of dyslexia as they seek to provide a multisensory education classroom that addresses the needs of all learning styles in their classrooms. Support is provided for assessment and evaluation to determine the characteristics of dyslexia, meeting with RTI Teams to assist in the decision making process, helping districts to understand and comply with the dyslexia law, and support with questions, etc. A dyslexia cadre' has been set up to meet and assist in areas of need. The dyslexia cadre' members are also part of a listserv which helps support their learning about dyslexia.

Major Highlights of the Year: 2015-2016

Beyond providing the instruction for the professional development programs listed above, the literacy department also provided: ACT Aspire overviews, instructional facilitator support, school site team meetings/professional learning communalities support, data analysis, classroom observations, lesson planning support, model lessons, evidence-based best practices, advanced studies in literacy mentoring/coaching, school-based professional development linked to local school data, and collaboration with ADE in the writing and delivery of statewide professional development.

Annual Report

Program: Mathematics**Funding:** Arkansas Department of Education**Competitive Grant:** No**Grant Type:** Restricted**Districts Served:**

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:**Name:** Cindy Merritt**Position:** Math Specialist**Degree:** Master of Science in Education**Goal:**

The Mathematics Department strives to increase teachers' knowledge and implementation of current evidence-based practices through high quality professional development.

Program Summary:

The professional development provided is aligned to state and national standards, evidence-based research, and best practices in mathematics. Math specialist works to support teachers through technical assistance in order to improve instructional strategies in mathematics. The math specialist serves on core teams developed by the Arkansas Department of Education to study, write, and train quality professional development.

Major Highlights of the Year: 2015-2016

A total of seven sessions of Cognitively Guided Instruction and Extending Children's Mathematics were offered with 144 teachers participating for a total of 47 training days. Mathematics Design Collaborative was supported throughout the year with training days and school site visits. In addition, ACT Aspire overviews, instructional facilitator support, classroom observations, lesson planning support, model lessons, school site team meetings, school-based professional development linked to local school data were provided.

Annual Science Report

Program: Science Specialist
Funding: Arkansas Department of Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Lynn Maguffee
Position: Science Specialist
Degree: BSE, Master's in Curriculum and Instruction, National Board Certification

Goal:

To increase teacher awareness, build content knowledge, and provide strategies of best practices in science education through high quality professional development opportunities. To provide learning opportunities and professional conversations and discussions regarding the New Arkansas K-12 Science Standards and how these standards will impact students, teachers, administrators, and districts. Most of all, to be an invaluable resource for school districts and provide any support that may be needed.

Program Summary:

The Science Specialist provides technical assistance to science teachers as well as model lessons and problem solving strategies. This includes assistance with designing lessons to meet Arkansas Standards, utilizing the 5E lesson planning model, developing conceptual flow charts, organizing a 3-8 Science Cadre for the New Arkansas K-12 Science Standards, supporting the literacy design collaborative, and providing any science support needed by districts. A sample of the professional development offered includes but is not limited to: An Overview for New Arkansas K-12 Science Standards, ACT Aspire, Grasping Phenomenal Science in Elementary, Middle School, and High School, and Curriculum Planning.

Major Highlights of the Year: 2015-2016

Developing two 3rd-8th science cadres (1 in Salem and 1 in Batesville)

These cadre were an opportunity to share any training I'd gained throughout the year, allowed teachers to experience phenomenon based science learning and teaching, allowed science teachers from a variety grade levels to collaborate with others from the same grade and/or subject, and opened doors for all the teachers to plan and implement strategies to prepare for ACT Aspire.

Phenomenon Training and Implementation: Twenty cooperative educators were involved in a year long process to observe phenomenon in our environment, make understanding of that phenomenon, transfer it to other phenomena around us, and train teachers to do the same with their students. Then, transfer this knowledge, use Science and Engineering Practices from Next Generation Science Standards, and make it practical for the classroom. This type of training and learning occurred in many classrooms in our districts. Positive feedback was perceived from both educators and building administrators.

Annual Report

Program: Early Childhood (NAESC)
Funding: Arkansas Department of Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Concord	Melbourne	Norfolk	
Calico Rock	Highland	Salem	
Cave City			
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Melissa Morrison
Position: Early Childhood Program Coordinator
Degree: MCD, CCC-SLP; BSE, curriculum/program administration

Goal:

The goal of the Early Childhood Program is to provide the best Early Childhood Special Education services to eligible 3-5 year old students of participating Districts

Program Summary:

The Northcentral Arkansas Early Childhood Program provides special education services for children with disabilities ages 3 to 5. The services are offered in accordance with the Individuals with Disabilities Education Act, 1997 (IDEA) on behalf of the public schools. Early Childhood Special Education Services are activities designed to enhance the development of the preschool child and provide experience in one or more of the following areas: talking, seeing, hearing, learning, walking and behavior. A child may be eligible for special services if he/she is age 3 to 5 and is experiencing difficulties which interfere with normal development in these areas: speech/language, vision, hearing, motor skills, behavioral/social skills, self-help skills, problem solving skills, cognition/readiness skills. Services, which are provided at no cost to the family may include: screenings, evaluation, preschool instruction, speech/language therapy, physical/occupation therapy, family training, preschool teacher in-service, behavior intervention, or other appropriate services. Services may be provided in classrooms with peers who are developing normally,

coordination with other agencies, one or more program options, public school based classrooms, public or private preschool, itinerant based, specialized day service centers, home based instruction or hospital/residential instruction. The primary responsibility of the Early Childhood Special Education Teacher is to provide services to children 3-5 years of age who have a disability and are eligible for special education services. Students may be diagnosed with varied conditions such as autism or Down Syndrome. All of the ECSE teachers hold an Arkansas Department of Education Educator's license and many belong to professional organizations. Speech-Language Pathologists are professionals concerned with the evaluation, treatment and research in human communication and its disorders. They diagnose and evaluate speech problems such as articulation and stuttering. NAESC Speech-Language Pathologists hold certifications from the American Speech-Language Hearing Association (ASHA), Department of Education Educator's License, and Arkansas Board of Examiners. Occupational Therapy is a health profession to help students engage in specific activities that make up daily life; while Physical Therapy promotes motor development. Each NAESC therapist are licensed by the appropriate Arkansas State Board in their respective practice. The primary role of the Early Childhood Behavior Interventionist is to provide a comprehensive social emotional program for children 3-5 years of age, their families, and school. She holds an Arkansas Department of Education Educator's license and belongs to various professional organizations.

Major Highlights of the Year: 2015-2016

- *Melissa Morrison began on July 1, 2015 as Early Childhood Program Coordinator**
- *December 1 Child Count: 382**
- *Early Childhood staff traveled a combined approximated mileage of 166,000 to meet the needs of our students**
- *Staff members travel approximately 1,400 miles a month to meet the needs of our students.**
- *NAESC staff served in 49 different locations across the NAESC service area**
- *NAESC staff serves students in the following counties: Baxter, Cleburne, Fulton,**

Independence, Izzard, Sharp and Stone.

Annual Report

Program: Behavior Support Specialist (BSS)
Funding: Arkansas Department of Education, Special Education Unit
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Shana Bailey
Position: K-12 Behavior Support Specialist
Degree: M.S. in Psychology (with an emphasis in Behavior Analysis)

Goal:

The goal of the BSS program is to provide behavior support services/technical assistance to participating school districts relative to behavior concerns for students with disabilities. Technical assistance will be provided in response to individual district requests. Professional development in the area of behavior will be provided to school staff working with students with disabilities.

Program Summary:

In the BSS Program, the K-12 Behavior Support Specialist provides technical assistance to participating districts, upon requests made through the CIRCUIT referral system. Some of the student-specific services provided include student observation, consultation with teachers, administrators, parents, and other school staff, assistance with conducting Functional Behavioral Assessments, assistance with development of Behavior Intervention Plans or other behavior management strategies, and participation in IEP team meetings relative to behavior. Multiple workshops are also conducted in order to provide school staff with training in the area of behavior.

Major Highlights of the Year: 2015-2016

Throughout the 2015-2016 school year, behavior support services/technical assistance were provided for 13 different students with disabilities in the NAESC area, as well as 6 students outside the NAESC area. Six professional development workshops were provided at NAESC, covering the topics of improving positive behaviors for students with Autism Spectrum Disorder (ASD), conducting Functional Behavioral Assessments (FBAs) and writing Behavior Intervention Plans (BIPs), classroom behavior management, and paraprofessional behavior training. In conjunction with the Special Education Unit, brief training in conducting FBAs and creating BIPs was provided to one district within the NAESC area.

Annual Gifted Education Report

Program: Gifted Education
Funding: Arkansas Department of Education
Competitive Grant: No **Grant Type:** Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Dr. Ann Webb
Position: Gifted Education Specialist

Goal:

The goal of the Northcentral Arkansas Education Cooperative's Gifted and Talented Program is to assist member districts in coordinating, implementing, evaluating and improving local programs for gifted and talented youth. This goal is pursued through two primary objectives: (1) to develop and implement the Co-op's technical assistance activities in gifted education and to assist member districts to meet the standards for gifted and talented education; and (2) to provide a liaison with the office of Gifted and Talented Education, ADE, parent and professional organizations, and other public and private agencies and conduct public awareness and advocacy programs.

Program Summary:

During the 2015-2016 school year a broad range of services were provided that incorporated the five strands: on-site consultation and technical assistance; curriculum materials and resources; in-service and staff development ; K-12 student activities; and professional development activities. Specific needs of school district G/T Coordinators, Facilitators and students were addressed through the following activities and /or presentations: Project Fair for students in grades K – 12; Chess tournaments for students in grades K - 12; and Quiz bowl competition for students in grades 4- 12.

Professional development opportunities included: Collaboration; Cooperative Learning; Differentiation; Talents Unlimited; Curriculum and GT Frameworks; featuring select coordinators for their strengths. The GT Specialist met monthly with ADE Personnel and other GT Specialists to gather and exchange information on current trends, practices and programs in Gifted Education. This information was then shared with all district GT Coordinators.

Major Highlights of the Year: 2015-2016

- All applications of our school districts were in complete compliance with state rules and regulations for Gifted /Talented Education
- Working successfully with GT Coordinators/ Teachers in regards to TESS and developing curriculum alignment with CCSS.
- Visits to schools and GT classrooms

Annual Report

Program: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

Funding: Arkansas Department of Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Cathi Swan, Superintendent –State Coordinator of Digital Learning, BSE, MSE

Mike Lar, Virtual Arkansas Director of Operations, BS, MBA, ED.D, ABD

Junior Stormes, Director of Technology, BS

John Ashworth, Virtual Arkansas Director of Academics, BSE, MSE

Lisa Russell, Team Digital Member, BSE

Gerard Newsom, Team Digital Member, BA

Rachel Schell, Team Digital Member, BS, MS

Ashley Pruitt, State Coordinator Administrative Assistant, BA

Alex Munn, Central Office Administrative Assistant, BA

Goal:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

Program Summary:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of

reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013.

www.virtualarkansas.org

Major Highlights of the Year: 2015-2016

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- Presented at TICAL on the Future of Blended Learning
- Held statewide school consultations on the planning and implementation of Blended Learning
- Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed an Educational Cooperative Promotional Video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing/Promotional video for the Essentials of Computer Science and Computer Programming
- Presented at the 3rd Annual Data Conference

Annual Report

Program: Career Education

Funding: Arkansas Department of Education

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Calico Rock

Cedar Ridge

Concord

Izard Co. Consolidated

Mammoth Spring

Melbourne

Midland

Norfolk

Salem

Viola

Personnel:

Name: Arnold Harris

Position: Deputy Director/Career Education Coordinator

Degree: M.S.E. + Admin

Goal:

Our goal is to meet or exceed the state standards, provide teacher in-service, and enrich the curriculum in order to meet the increasing needs of our districts as they prepare students for the ever changing world of work.

Program Summary:

NAESC serves as the fiscal agent for the consortia members. The following activities were supported with project funds: (1) Meeting the performance standards recommended by ADE-CE. (2) Teacher professional development activities (3) Guidance and Counseling (4) Instructional Technology for Career Education Teachers (5) Program Improvement Activities including the purchasing of supplies and equipment. We are striving to implement the latest in technology for the Career Education classroom. Our teachers use the new technology to deliver lessons digitally enabling them to move through the frameworks in a more efficient way. There is more time for enrichment activities to reinforce lessons. Teachers benefitted from being able to access the resources online as well as the paper curriculum. They also found the online versions are being constantly updated and improved, keeping the content fresh and realistic.

Major Highlights of the Year: 2015-2016

Career Education teachers have obtained forty seven business/industry certifications. Students have been certified in eighteen areas. This is a huge increase over the previous years. Many teachers and students have attended state and national conventions. This would not have been possible without Perkins funds. Safety saws have been purchased for all schools served by NAESC. These saws have a switch that is activated by a moisture detector (a student's hand) causing the brake to stop the saw in 1/1,000,000 sec. The student might get a scratch, but their hand would have been saved. In our schools, two saws were activated this year. According to Bill Watterman, Tool Central Rep, who sells the saws, ten safety switches were activated this year in the state.

Annual Report

Program: Technology Center Coordinator

Funding: ADE

Competitive Grant: No

Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel: Jeff Johnston

Position: Technology Center Coordinator

Education: BSE, MSE

Goal:

The Technology Coordinator will update all specialists and coordinators on Arkansas IDEAS and ADE iTunes U; provide technical assistance to co-op staff and district Technology Coordinators; meet with district Tech Coordinators to discuss access to, and implementation of Arkansas IDEAS, ADE iTunes U, and other online professional development programs.

Program Summary:

The Technology Coordinator works with co-op staff to ensure all have current technology to utilize in their positions, as well as supporting all technology owned by the co-op. He also provides school districts with information and training concerning technology. This information is coordinated with ADE, DIS, and APSCN. The Technology Coordinator also works closely with school tech staff to assist them with determining hardware and software needs, and assists them with creating specifications and acquiring quotes as needed.

Major Highlights of the Year: 2015-2016

1.) Worked with AR IDEAS staff during beta testing and implementation of My Events online registration system. 2.) Participated on a committee with ADE to create sample Acceptable Use Policies for schools, co-ops, and the State Tech Plan, and 3) Participated on the DIS Statewide Network Committee and Video subcommittees to assist with development of specs for upgrading statewide network and video network infrastructure. Managed the transition back for AR IDEAS to EscWorks in the Professional Development year.

Annual Report

Program: Community Health Nurse Specialist
Funding: Arkansas Department of Education
Competitive Grant: No
Grant Type: Restricted

Districts Served:

Batesville	Concord	Melbourne	Norfolk
Calico Rock	Highland	Midland	Salem
Cave City	Izard Co. Consolidated	Mountain Home	Southside
Cedar Ridge	Mammoth Spring	Mountain View	Viola

Personnel:

Name: Cindy Schaefering, RN
Position: Community Health Nurse Specialist (CHNS)
Degree: RN, ADN

Goal: To be a trainer and resource person for the school nurses. Educate school staff and students in the areas of health and wellness.

Program Summary:

The Community Health Nurse Specialist (CHNS) is an employee of the Arkansas Department of Health (ADH) but housed in the education cooperative. The CHNS are under the direction of ADH and adhere to policies and procedures of ADH. The CHNS is under the supervision of the North CHNS Supervisor, Marilyn Cone, for ADH. The education cooperative provides administrative support and housing.

The CHNS works with schools, day cares, community coalitions, health care providers, and local health unit administrators in the counties the co-op serves to improve the health of the community.

Activities of the CHNS related to the school setting include advocating for implementation of tobacco-free policies, best practices for tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. The CHNS provides education, technical assistance, and staff development for school staff and continuing education for school nurses on the health issues such as the consequences of tobacco, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity and nutrition. I am a CPR instructor, and I train school staff, nurses, and community members in American Heart Association CPR and First Aid.

The CHNS assist schools in implementation of laws that affect the health and wellness in the school setting. CHNS offer assistance to schools on developing and maintaining wellness committees as required by Act 1220, new tobacco laws, new or changing rules and regulations (kindergarten physical, immunizations, etc.), and train school nurses on all mandatory screening (Hearing, Vision, BMI, & Scoliosis).

Major Highlights of the Year: 2015-2016

Offered a nursing workshop that provided school nurses with 5.25 hours of continuing education. Offered a workshop for members of the school wellness committees that provided 6.0 hours of professional development. Certified 115 people in CPR, AED and/or First Aid. Arranged for the use of CPR equipment to area schools to meet the graduation requirement of students to have CPR instruction. Scheduled, organized or participated in flu clinics for all school districts within the coop. Facilitated two suicide workshops for school counselors and other school personnel that focused on the intervention and postvention of a suicide; provided suicide prevention education for students as well. Provided six school districts with student education about STD and Teen pregnancy prevention. Assisted with the Wellness Committees in three school districts. Provided basic asthma education for the staff at two schools. Educated students in five school districts about puberty and hygiene. Tobacco prevention education provided to seven school districts. Participated in the education of nutrition and physical education to students in four school districts.

Funding Source: Arkansas Department of Education☒ Restricted ☐ Non-Restricted

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or state-wide. These projects or programs provided an opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents varied.

Program Name: ***CGI-Cognitively Guided Instruction***Competitive Grant: Yes ☒ No ☐

Goals and Description: Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 and 3 of training builds upon the previous year's training-resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Program Name: ***Classroom Walkthrough Reflection of High Yield Strategies***Competitive Grant Yes ☐ No ☒

Goals and Description: The goal of this training was to examine the use of classroom walkthrough data in a PLC setting. Participants have access to the High Yield Strategy course in Arkansas IDEAS. Many participants worked to plan for differentiating supporting to teachers. Training materials were provided to all participants to assist them in sharing the information with other educators.

Program Name: ***Teacher Evaluation Support System (TESS)***Competitive Grant: Yes ☐ No ☒

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: ***Enhancing Education Through Technology Grant (TIE) Project***Competitive Grant Yes ☒ No ☐

Goals and Description: The purpose of the TIE project is to increase technology integration across the state of Arkansas. Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards and licensure issues while enhancing instruction through integrated technology practices. All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently 114 TIE Cadre members impacting 71 districts and 80 buildings across the state. Cadre members have conducted over 300 workshops across the state on 72 different technology modules. The trainings have impacted 5,000 teachers and administrators. The modules are all project based and have been developed by teachers. Modules include trainings on things such as Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://tie.k12.ar.us>. By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The cadre members not only train for the education co-ops in the summer but are also able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings. Each cadre meets three times a year. Trainings are held on Thursday night, all day Friday and Saturday until noon to minimize time out of the classroom.

There are currently approximately 100 TIE Cadre members impacting over 70 districts across the state. Cadre The focus of cadre training is to support technology integration in curriculum. Training includes a focus on Common Core Standards, unit planning and tools teachers can use. Cadre members then share this knowledge in trainings offered at the co-ops. They have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators.

Program Name: ***Instructional Facilitating***

Competitive Grant: Yes ☐ No ☒

Goals and Description: Instructional facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training refines the Instructional Facilitator's understanding of their various roles and distinguishes between effective and ineffective coaching practices. The training also provides leadership skills for reform, fostering internal commitment in others, and determining when it is or is not appropriate for modeling in a classroom.

Program Name: ***EtherScope Project***

Competitive Grant Yes ☐ No ☒

Goals and Description: EtherScopes were purchased to place at each Coop in the state. These EtherScopes are being used in districts to test bandwidth and search for problems before online testing starts with the new PARCC assessment. These EtherScopes are available for district to use at no cost to them. They simply check out the tool and test their service locally.

Program Name: ***Specialist's Unit Meetings***

Competitive Grant: Yes ☐ No ☒

Goals and Description: Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives and STEM centers convene on a monthly basis as a professional learning community. Mathematics specialists receive professional development that is current, research based, and data driven. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs. Currently, an in-depth study of the Common Core State Standards continues as school districts transition from our current frameworks to the Common Core in Mathematics. Literacy Unit Meetings take place monthly for all state literacy specialists to convene as a professional learning community. This time is built by a state level team to brainstorm, share, execute, and receive professional development that is data-driven to impact student achievement Training of trainers in ELLA, ELF, C.L.A.S.S, Content Literacy, and other state level trainings have taken place over the past year. Currently, an in-depth study of the Common Core State Standards continues as school districts in Arkansas ready for implementation with dedicated support from the specialists.

Program Name: ***Literacy Design Collaborative (LDC) / Math Design Collaborative (MDC)***

Competitive Grant: Yes ☐ No ☒

Goals and Description: NAESC Specialists offer training to districts on the Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). LDC/MDC offers professional learning opportunities available through a partnership of the Arkansas Department of Education (ADE), Arkansas Department of Career Education (ACE), Education Service Cooperatives, STEM Centers, Education Renewal Zones and the Southern Regional Education Board (SREB). These partnerships have allowed for professional leanings focused on the (LDC) and MDC. They are designed for high school teams to utilize a unit-based approach to the literacy and math demands defined by the CCSS/CCSSM. Both LDC and MDC offer planning tools for curriculum, instruction and assessment that promotes collaboration among educators. Participants design, implement, and reflect on rigorous units of study based on a student-centered approach to CCSS. One of the goals is to help teachers personalize learning so that every student can master the CCSS and be college and career ready.

Program Name: ***Arkansas Leadership Excellence and Development System (LEADS)***

Competitive Grant: Yes ☐ No ☒

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards

provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives

PROGRAM Name: ***Arkansas Inductive Mentoring Model (AIMM) Training***

COMPETITIVE GRANT: Yes ___ No x

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an update training.

Goals: The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program.

_____ Cooperative provided _____ sessions in the Novice Teacher Mentor Program.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

Program Name: **ACT Aspire**

Competitive Grant Yes - ___ No - X

Goals and Description:

Northcentral Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Northcentral Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Summary Attended

JUNE 01, 2015 TO MAY 31, 2016

NAESC CGI Year One (2015-16)**241989 - Jun 8, 9, 10, 11, 2015 8:30 am - 3:30 pm****24.00****7****32**

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC CGI Year Two (2015-16) Group One**242770 - Jun 8, 9, 10, 11, 2015 8:30 am - 3:30 pm****24.00****5****25**

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Argumentative Writing for Grades 6-12**243357 - Jun 8, 2015 8:30 am - 3:30 pm****6.00****7****11**

Common Core State Standards

NAESC Vocabulary K-3**244190 - Jun 8, 2015 8:30 am - 3:30 pm****6.00****8****21**

Instructional Strategies

NAESC K-1 Module 1: Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System**242997 - Jun 9, 10, 2015 8:30 am - 3:30 pm****12.00****12****24**

Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process

NAESC Grammar Bootcamp Syntactic Forms and Functions for SLPs**245330 - Jun 9, 2015 8:30 am - 3:30 pm****6.00****10****14**

Assessment

NAESC ESL/ELL Basics**248489 - Jun 9, 2015 8:30 am - 3:30 pm****6.00****5****9**

Assessment, Curriculum Alignment, Instructional Strategies

NAESC Instructional Leaders Institute**248725 - Jun 9, 10, 2015 8:30 am - 3:30 pm****12.00****18****92**

Assessment, Data Disaggregation, Fiscal Management, Instructional Leadership

NAESC APSCN FMS - Fiscal Year End**241347 - Jun 10, 2015 9:00 am - 12:00 pm****3.00****12****16**

Systemic Change Process

NAESC Teen Suicide Awareness**36**
1377

243939 - Jun 10, 2015 8:30 am - 11:30 am	3.00	
	15	141
Non-Curricular		
NAESC Managing The Common Core Classroom		
243947 - Jun 10, 2015 12:30 pm - 3:30 pm	3.00	
	13	126
Classroom Management		
NAESC Informative/Explanatory Writing K-2		
244196 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	
	8	23
Instructional Strategies		

Summary Attended

NAESC Gatekeeper Training

245651 - Jun 10, 11, 2015 8:30 am - 3:30 pm

12.00
17

21

NAESC The Northcentral Arkansas Regional Partnership Advisory Council

243969 - Jun 11, 2015 8:30 am - 12:00 pm

3.00
10

26

Building a Collaborative Learning Community

NAESC Heartsaver CPR, First Aid and AED Training

245308 - Jun 11, 2015 8:30 am - 3:30 pm

6.00
5

14

CPR

NAESC The Northcentral Arkansas Regional Partnership Advisory Council

257407 - Jun 11, 2015 12:30 pm - 3:30 pm

3.00
12

28

Building a Collaborative Learning Community

CRASE: (Citizens Response to Active Shooter Events) 4hrs credit

(Curriculum Development 2hrs Credit)

260355 - Jun 12, 2015 8:00 am - 3:30 pm

6.00
1

20

Building a Collaborative Learning Community

NAESC Physical Education Activities for the Classroom Teacher

244031 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
11

15

Health Physical Activity

NAESC Close Reading 3-5

244216 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
9

21

Instructional Strategies

NAESC CLASS Year Two (2015-16)

245391 - Jun 15, 16, 2015 8:30 am - 3:30 pm

12.00
1

2

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Keyboarding for the Novice/Noncertified Teacher

248916 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
4

12

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Multisensory Teaching for the Classroom Teacher

254175 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
12

16

Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Multisensory Teaching for the Classroom Teacher

242922 - Jun 16, 2015 8:30 am - 3:30 pm

1379

	6.00 8		13
Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages NAESC Visual Art, Music, Theatre, and Dance: Unpacking the 2014 Fine Arts Framework 244003 - Jun 16, 2015 8:30 am - 3:30 pm			
	6.00 11		18
Curriculum Alignment,Instructional Strategies NAESC Vocabulary 4-5 244202 - Jun 16, 2015 8:30 am - 3:30 pm			
	6.00 8		9
Instructional Strategies NAESC Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning 240921 - Jun 17, 18, 2015 8:30 am - 3:30 pm			
	12.00 11		24
Common Core State Standards,Instructional Strategies			

Summary Attended

NAESC Meeting the Needs of Students with Complex Learning Needs: Doing What Works

241599 - Jun 17, 2015 8:30 am - 3:30 pm

6.00

14

26

Instructional Strategies

NAESC Data and Statistics for Middle School Teachers: Building the Foundation

241973 - Jun 17, 18, 2015 8:30 am - 3:30 pm

12.00

9

13

Common Core State Standards

NAESC Problem Situations for Addition and Subtraction and the Nature of Equals (K-3)

244009 - Jun 17, 18, 2015 8:30 am - 3:30 pm

12.00

7

22

Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC 419 Business Technology Grade 5-6 Endorsement

247847 - Jun 22, 23, 24, 2015 8:30 am - 3:30 pm

18.00

6

23

Curriculum Alignment, Educational Technology, Instructional Strategies

NAESC Mathematics Design Collaborative (Cohort 4)

242780 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm

18.00

5

10

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC K-12 Social Studies Frameworks

244121 - Jun 23, 2015 8:30 am - 3:30 pm

6.00

14

30

Curriculum Alignment, Instructional Strategies, Systemic Change Process

NAESC Agri Inservice

246003 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm

18.00

18

23

Educational Technology, Instructional Leadership, Instructional Strategies

NAESC Superintendent's Institute 2015

248731 - Jun 23, 24, 25, 2015 8:30 am - 12:30 pm

12.00

14

21

Data Disaggregation, Fiscal Management, Instructional Leadership

NAESC Multisensory Teaching for the Classroom Teacher

252215 - Jun 23, 2015 8:30 am - 3:30 pm

6.00

9

15

Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

NAESC The Genius of Virtual Arkansas

256969 - Jun 23, 2015 9:00 am - 12:00 pm

3.00

3

3

Parental Involvement

NAESC K-6 Picture Perfect Science

1381

240924 - Jun 24, 25, 2015 8:30 am - 3:30 pm	12.00 9	25
Common Core State Standards,Instructional Strategies NAESC Common Core Math Made Easy 242787 - Jun 24, 2015 8:30 am - 3:30 pm	6.00 11	40
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Educational Technology,Instructional Strategies,Systemic Change Process NAESC Dyslexia Assessments: AR RAN, DSA, & DIBELS 252218 - Jun 24, 2015 8:30 am - 3:30 pm	6.00 10	16
Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages NAESC Section 504: Survival Kit 244125 - Jun 25, 2015 8:30 am - 3:30 pm	6.00 9	14
Advocacy Leadership,Common Core State Standards,Instructional Leadership,Supervision,Systemic Change Process		

Summary Attended

NAESC Art with a Message—A Hands On Art Experience
244136 - Jun 25, 2015 8:30 am - 3:30 pm

6.00
7

13

Curriculum Alignment,Instructional Strategies
NAESC Dyslexia Assessments: AR RAN, DSA, & DIBELS
255721 - Jun 25, 2015 8:30 am - 3:30 pm

6.00
8

10

Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages

NAESC Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning
240925 - Jun 29, 30, 2015 8:30 am - 3:30 pm

12.00
14

20

Common Core State Standards,Instructional Strategies
NAESC Heartsaver CPR, First Aid and AED Training
245311 - Jun 29, 2015 8:30 am - 3:30 pm

6.00
5

17

CPR
NAESC So Many Picture Books, So Little Time
244148 - Jun 30, 2015 8:30 am - 3:30 pm

6.00
14

39

Common Core State Standards,Instructional Strategies
NAESC Text Complexity 2-5
244285 - Jul 1, 2015 8:30 am - 3:30 pm

6.00
8

20

Instructional Strategies
NAESC Thriving in the Common Core Culture
244287 - Jul 6, 2015 8:30 am - 3:30 pm

6.00
14

30

Common Core State Standards,Curriculum Alignment,Instructional Strategies
NAESC Text Dependent Questioning K-2
244328 - Jul 6, 2015 8:30 am - 3:30 pm

6.00
14

28

Instructional Strategies
NAESC Literacy Design Collaborative (Cohort 4)
244307 - Jul 7, 8, 9, 2015 8:30 am - 3:30 pm

18.00
4

11

Common Core State Standards,Educational Technology,Instructional Strategies
NAESC Problem Situations for Multiplication and Division and the Nature of Equals (K-6)
244317 - Jul 7, 8, 2015 8:30 am - 3:30 pm

12.00
9

19

Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages
NAESC Transition Toolkit Training

255918 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	
	5	6
Instructional Strategies,Systemic Change Process		
NAESC Google in the Classroom		
244314 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	
	13	24
Educational Technology		
NAESC So Many Books, So Little Time!		
244358 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	
	16	46
Common Core State Standards,Instructional Strategies		
NAESC 40 Minute Art Lessons		
244323 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	
	10	14
Instructional Strategies		

Summary Attended

NAESC Project Based Learning--A Real World Approach to Teaching and Learning 244352 - Jul 9, 2015 8:30 am - 3:30 pm	6.00 12	31
Curriculum Alignment,Instructional Strategies,Systemic Change Process		
NAESC eSchool Scheduling 253322 - Jul 9, 2015 9:00 am - 3:30 pm	5.50 5	10
Systemic Change Process		
NAESC Shape Note Gathering 245783 - Jul 10, 11, 2015 9:30 am - 4:00 pm	12.00 1	1
Instructional Strategies		
NAESC Arkansas Diamond Award/Charlie May Simon Lists 240561 - Jul 13, 2015 8:30 am - 11:30 am	3.00 11	16
Instructional Strategies		
NAESC Arkansas Teen Book Award 240915 - Jul 13, 2015 12:30 pm - 3:30 pm	3.00 9	11
Instructional Strategies		
NAESC ECM Year One (2015-16) 244246 - Jul 13, 14, 15, 16, 2015 8:30 am - 3:30 pm	24.00 11	32
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages		
NAESC Observations for Teachers 250753 - Jul 13, 2015 8:30 am - 3:30 pm	6.00 9	20
Classroom Management,Instructional Strategies,Systemic Change Process		
NAESC K-1 Module 2: Implementing a Comprehensive Literacy Framework - Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction 244395 - Jul 14, 15, 2015 8:30 am - 3:30 pm	12.00 8	17
Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages		
NAESC Business Educators Seminar 245827 - Jul 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00 12	20
Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies		
NAESC Observations for Teachers 250754 - Jul 14, 2015 8:30 am - 3:30 pm	6.00 4	5
Classroom Management,Instructional Strategies,Systemic Change Process		

NAESC APSCN FMS Cycle 8
241355 - Jul 15, 2015 9:00 am - 12:00 pm

3.00
12

15

Systemic Change Process

NAESC ECM Year Three (2015-16)

242116 - Jul 15, 16, 17, 2015 8:30 am - 3:30 pm

18.00
5

19

Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages

NAESC Stock Market Game Training for GT Coordinators/Teachers

239850 - Jul 16, 2015 9:00 am - 3:00 pm

5.00
7

9

Educational Technology

NAESC Using TESS to Level Up Your School Library Program

247628 - Jul 16, 2015 8:30 am - 3:30 pm

6.00
7

10

Assessment

Summary Attended

NAESC Student GPS (Ed-Fi) for System Administrators and Trainers

256844 - Jul 16, 2015 8:30 am - 11:30 am

3.00
10

23

Data Disaggregation, Educational Technology

NAESC Student GPS (Ed-Fi) for Teachers

256845 - Jul 16, 2015 12:30 pm - 3:30 pm

3.00
2

3

Educational Technology

NAESC The Essences of Science Notebooking

240937 - Jul 20, 2015 8:30 am - 3:30 pm

6.00
9

24

Common Core State Standards, Instructional Strategies

NAESC CGI Year Three (2015-16)

242000 - Jul 20, 21, 22, 2015 8:30 am - 3:30 pm

18.00
5

14

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC ECM Year Two (2015-16)

242030 - Jul 20, 21, 22, 23, 2015 8:30 am - 3:30 pm

24.00
8

16

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Dyslexia Assessments: AR RAN, DSA, & DIBELS

244473 - Jul 20, 2015 8:30 am - 3:30 pm

6.00
9

21

Assessment, Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Text Complexity 6-12

244489 - Jul 20, 2015 8:30 am - 3:30 pm

6.00
7

10

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Short and Sustained Research K-2

244466 - Jul 21, 2015 8:30 am - 3:30 pm

6.00
7

11

Instructional Strategies

NAESC Disciplinary Literacy in History/Social Studies: Close Reading 5-8

244498 - Jul 21, 2015 8:30 am - 3:30 pm

6.00
8

16

Common Core State Standards, Instructional Strategies

NAESC eSchool Demographics/Scheduling Review Workshop

257468 - Jul 21, 2015 9:00 am - 3:00 pm

5.00
4

6

1387

Non-Curricular			
NAESC Short and Sustained Research 3-5			
244477 - Jul 22, 2015 8:30 am - 3:30 pm	6.00		
	7		12
Instructional Strategies			
NAESC Grades 2-3 Module 2: Implementing a Comprehensive Literacy Framework - Word Study: Phonics, Spelling, and Vocabulary Instruction			
244481 - Jul 22, 23, 2015 8:30 am - 3:30 pm	12.00		
	8		17
Classroom Management,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning			
Developmental Stages,Systemic Change Process			
NAESC Close Reading and Writing About Literary Texts	6.00		
245712 - Jul 22, 2015 8:30 am - 3:30 pm	11		18
Common Core State Standards,Curriculum Alignment,Instructional Strategies			
NAESC Your Role as Part of the School Wellness Committee			
248501 - Jul 22, 2015 8:30 am - 3:30 pm	6.00		
	8		9
Health Physical Activity			

Summary Attended

NAESC Promoting Appropriate Behaviors in the Classroom

255710 - Jul 22, 2015 8:30 am - 3:30 pm

6.00
12

Classroom Management,Non-Curricular

NAESC Introduction to Writing Behavior Intervention Plans

244454 - Jul 23, 2015 8:30 am - 3:30 pm

6.00
6

Classroom Management,Non-Curricular

NAESC Beyond the Traditional Research Paper: Teaching Students to Synthesize Info from Multiple Sources

245699 - Jul 23, 2015 8:30 am - 3:30 pm

6.00
10

Common Core State Standards,Curriculum Alignment,Instructional Strategies

NAESC The Essences of Science Notebooking

256024 - Jul 23, 2015 8:30 am - 3:30 pm

6.00
10

Common Core State Standards,Instructional Strategies

NAESC ELLA Year Two (2015-16)

268043 - Jul 24, Aug 6, 7, 2015 8:30 am - 3:30 pm

18.00
2

Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process

NAESC CGI Year Two (2015-16) Group Two

244985 - Jul 27, 28, 29, 30, 2015 8:30 am - 3:30 pm

24.00
12

Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages

NAESC Proof and Proving in High School Geometry

245318 - Jul 27, 28, 2015 8:30 am - 3:30 pm

12.00
4

Assessment,Common Core State Standards,Curriculum Alignment,Instructional Strategies

NAESC TESS/LEADS Worksession

252039 - Jul 27, 2015 8:30 am - 3:30 pm

6.00
7

Supervision

NAESC eSchool Registration

253330 - Jul 27, 2015 9:00 am - 3:30 pm

5.50
2

Systemic Change Process

NAESC Orton-Gillingham Training

258613 - Jul 27, 28, 29, 30, 31, 2015 8:30 am - 3:30 pm

30.00
4

Instructional Strategies

1389

21

8

21

16

3

27

4

12

3

10

NAESC Expectations Can Change The Make-up of The Brain!
245063 - Jul 28, 2015 8:30 am - 3:30 pm

6.00
7

9

Instructional Strategies

NAESC Coaching and Calibration

252022 - Jul 28, 2015 8:30 am - 3:30 pm

6.00
4

5

Instructional Leadership,Mentoring Coaching,Supervision

NAESC Google in the Classroom

258112 - Jul 28, 2015 8:30 am - 3:30 pm

6.00
8

14

Educational Technology

NAESC AIMM Training

244965 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
12

19

Mentoring Coaching

Page 7 of 20

Summary Attended

NAESC High School Vectors

245000 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
3

3

Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies

NAESC A Closer Look At Teacher Actions That Impacts A Students Successful Discontinuing Or Not

245070 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
6

8

Instructional Strategies

NAESC Computer Science 101

249916 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
4

5

Educational Technology

NAESC Coaching and Calibration

252028 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
4

4

Instructional Leadership, Mentoring Coaching, Supervision

NAESC "Teaching the Gifted in the Secondary Classroom"

240467 - Jul 30, 2015 8:30 am - 3:30 pm

6.00
5

9

Instructional Strategies, Non-Curricular

NAESC Text Dependent Questions Grades 6-12

245086 - Jul 30, 2015 8:30 am - 3:30 pm

6.00
9

15

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Teaching Computer Coding

249918 - Jul 30, 2015 8:30 am - 3:30 pm

6.00
5

5

Educational Technology

NAESC Student GPS (Ed-Fi) for System Administrators and Trainers

245117 - Aug 3, 2015 8:30 am - 11:30 am

3.00
7

11

Data Disaggregation, Educational Technology

NAESC Student GPS (Ed-Fi) for Teachers

245122 - Aug 3, 2015 12:30 pm - 3:30 pm

3.00
6

27

Educational Technology

NAESC Overview of Barton Online Training Resources

258252 - Aug 3, 2015 8:30 am - 11:30 am

3.00
5

8

Instructional Strategies

NAESC Overview of Barton Online Training Resources

258253 - Aug 3, 2015 12:30 pm - 3:30 pm

1391

	3.00 3	4
Instructional Strategies		
NAESC Paraprofessional Training for Unlicensed Assistive Personnel in the School Setting and Glucagon Administration Training		
258382 - Aug 3, 2015 8:30 am - 11:30 am	3.00 3	
		3
Non-Curricular		
NAESC Cruising Through the Standards		
245236 - Aug 4, 2015 8:30 am - 3:30 pm	6.00 11	25
Curriculum Alignment,Instructional Strategies,Systemic Change Process		
NAESC Foundational Skills 3-5		
245239 - Aug 4, 2015 8:30 am - 3:30 pm	6.00 5	8
Common Core State Standards,Instructional Strategies		

Summary Attended

NAESC Increasing Positive Behaviors for Students with Autism Spectrum Disorder
255718 - Aug 4, 2015 8:30 am - 3:30 pm

6.00
12

Classroom Management,Non-Curricular

25

NAESC Promoting Appropriate Behaviors in the Classroom
245137 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
10

Classroom Management,Non-Curricular

32

NAESC Heartsaver CPR, First Aid and AED Training
245305 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
8

CPR

12

NAESC Vocabulary K-3

254487 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
6

Instructional Strategies

15

NAESC Grade 5 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System

273370 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
2

Assessment

5

NAESC Classroom Management For Large Classrooms

243928 - Aug 6, 2015 8:30 am - 3:30 pm

6.00
12

Classroom Management

71

NAESC Increasing Positive Behaviors for Students with Autism Spectrum Disorder

245147 - Aug 6, 2015 8:30 am - 3:30 pm

6.00
10

Classroom Management,Non-Curricular

26

NAESC Informative/Explanatory Writing 3-5

245259 - Aug 6, 2015 8:30 am - 3:30 pm

6.00
10

Instructional Strategies

16

NAESC 2015 Back to School Nurse Workshop

257754 - Aug 6, 2015 8:30 am - 3:30 pm

5.75
10

Health Physical Activity

20

NAESC Employee Benefits Division (EBD) Meeting

258119 - Aug 6, 2015 10:00 am - 12:00 pm

2.00
6

Systemic Change Process

8

NAESC Child Nutrition

260464 - Aug 6, 2015 1:00 pm - 4:00 pm	3.00	
	2	2
Systemic Change Process		
NAESC eSchool Attendance		
253335 - Aug 10, 2015 9:00 am - 3:30 pm	5.50	
	5	11
Systemic Change Process		
NAESC Virtual Arkansas Facilitator Training		
257231 - Aug 14, 2015 8:30 am - 3:00 pm	5.50	
	16	39
Instructional Strategies		
NAESC APSCN FMS Cycle 9		
241366 - Aug 18, 2015 9:00 am - 12:00 pm	3.00	
	18	23
Systemic Change Process		
NAESC eSchool Attendance Workshop		
260485 - Aug 25, 2015 9:00 am - 12:00 pm	3.00	
	5	5
Systemic Change Process		

Summary Attended

NAESC eSchool Discipline Workshop
260489 - Aug 25, 2015 1:00 pm - 3:00 pm

2.00
4

5

Systemic Change Process
NAESC SMS Cycle Training
253340 - Aug 26, 2015 9:00 am - 3:00 pm

5.00
7

13

Systemic Change Process
NAESC Statewide Field Test Training
258094 - Aug 26, 2015 8:30 am - 4:00 pm

6.00
23

57

Systemic Change Process
NAESC Tier 1 Training
248572 - Aug 27, 2015 9:30 am - 11:30 am

2.00
19

42

Fiscal Management
NAESC GT Coordinators/ADE State-wide ZOOM Meeting
260875 - Aug 28, 2015 8:30 am - 3:30 pm

6.00
15

16

Systemic Change Process
NAESC Reading Recovery Continuing Contact
265906 - Aug 28, 2015 8:30 am - 3:30 pm

6.00
7

9

Instructional Strategies, Mentoring Coaching
NAESC Vision Screening Certification for School Nurses
260652 - Aug 31, 2015 8:30 am - 11:30 am

3.00
2

2

Assessment
NAESC Hearing Screening Certification for School Nurses
260662 - Aug 31, 2015 12:30 pm - 3:30 pm

3.00
2

2

Assessment
NAESC Tech Meeting
266185 - Sep 1, 2015 9:00 am - 12:00 pm

3.00
10

12

Educational Technology
NAESC eSchool Medical Training
260471 - Sep 3, 2015 9:00 am - 3:00 pm

5.00
9

12

Systemic Change Process
NAESC Child Nutrition
263145 - Sep 3, 2015 1:00 pm - 4:00 pm

1395

	3.00 3	5
Systemic Change Process NAESC AGQBA Quiz Bowl Coaches' Meeting 260672 - Sep 10, 2015 1:00 pm - 3:00 pm		
	2.00 13	17
NAESC eSchool Transcript Workday 266766 - Sep 14, 2015 9:00 am - 3:00 pm		
	5.00 4	4
Systemic Change Process NAESC Federal and State Categorical Program Application Workday 266941 - Sep 14, 2015 8:30 am - 3:30 pm		
	6.00 11	14
Systemic Change Process NAESC eSchool State Reporting Workshop 262850 - Sep 15, 2015 9:00 am - 3:00 pm		
	5.00 8	16
Systemic Change Process		

Summary Attended

NAESC Teacher Induction/Mentoring 263422 - Sep 15, 2015 8:30 am - 3:30 pm	6.00 5	9
Mentoring Coaching NAESC eSchool Discipline and Attendance 266662 - Sep 16, 2015 9:00 am - 3:00 pm	5.00 2	4
Systemic Change Process NAESC APSCN FMS - Budgeting & Cycle 1 267097 - Sep 17, 2015 9:00 am - 12:00 pm	3.00 9	12
NAESC eSchool State Reporting Workshop 262852 - Sep 22, 2015 9:00 am - 3:00 pm	5.00 3	3
Systemic Change Process NAESC Instructional Leaders Meeting 266288 - Sep 22, 2015 9:00 am - 12:00 pm	3.00 15	37
Advocacy Leadership NAESC Science Cadre 268966 - Sep 23, 2015 8:30 am - 3:30 pm	6.00 9	14
Common Core State Standards NAESC eSchool Workday 266668 - Sep 24, 2015 9:00 am - 3:00 pm	5.00 2	6
Systemic Change Process NAESC Science Cadre 268967 - Sep 24, 2015 8:30 am - 3:30 pm	6.00 5	10
Common Core State Standards NAESC Reading Recovery Continuing Contact 266903 - Sep 25, 2015 9:30 am - 12:30 pm	3.00 6	7
Instructional Strategies,Mentoring Coaching NAESC GT Coordinators Online Program Application Workday 266742 - Sep 28, 2015 8:30 am - 3:30 pm	6.00 14	16
Non-Curricular NAESC Foundations of Special Education Paraprofessional Training 267369 - Sep 28, 2015 8:30 am - 3:30 pm	6.00	
	1397	

	8	15
Classroom Management,Instructional Strategies NAESC Instructional Facilitators Meeting 266750 - Sep 29, 2015 8:30 am - 3:30 pm		
	6.00 5	
Building a Collaborative Learning Community NAESC Behavior Paraprofessional Training 267370 - Sep 29, 2015 8:30 am - 3:30 pm		16
	6.00 9	
Instructional Strategies,Principles of Learning Developmental Stages NAESC Teacher Center Committee Meeting 266289 - Sep 30, 2015 9:00 am - 12:00 pm		17
	3.00 12	
Advocacy Leadership,Building a Collaborative Learning Community,Data Disaggregation NAESC eSchool Scheduling 266674 - Sep 30, 2015 9:00 am - 3:00 pm		14
	5.00 3	
Systemic Change Process		6

Summary Attended

NAESC CGI Year One (2015-16)

266800 - Sep 30, 2015 8:30 am - 3:30 pm

6.00

7

31

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC ACT Aspire Accommodations Training

267032 - Sep 30, 2015 9:00 am - 12:00 pm

3.00

16

66

Assessment

NAESC Child Nutrition

263147 - Oct 1, 2015 1:00 pm - 4:00 pm

3.00

2

4

Systemic Change Process

NAESC CGI Year One (2015-16)

266806 - Oct 1, 2015 8:30 am - 3:30 pm

6.00

7

31

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Positive Behavior Supports Training

258393 - Oct 6, 7, 29, Nov 10, 2015 8:30 am - 3:00 pm

24.00

11

22

Instructional Strategies

NAESC APSCN FMS Fixed Assets and FMS Cycle 2-7

268198 - Oct 6, 2015 9:00 am - 12:00 pm

3.00

8

11

Non-Curricular

NAESC eSchool Report Card Review Workshop

267840 - Oct 7, 2015 9:00 am - 12:00 pm

4.00

3

8

Systemic Change Process

NAESC ELLA Year Two (2015-16)

268657 - Oct 7, 2015 8:30 am - 3:30 pm

6.00

2

3

Assessment, Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process

NAESC ASIS Training (AIP/IRI)

267453 - Oct 8, 2015 8:30 am - 11:30 am

3.00

9

22

Assessment, Instructional Strategies

NAESC Fall Counselors Meeting

265496 - Oct 9, 2015 8:30 am - 3:30 pm

6.00

13

1399

33

Mentoring Coaching
NAESC ACT Aspire
266261 - Oct 9, 2015 8:30 am - 3:30 pm

6.00
15

65

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

NAESC AP Coordinator State-Wide Zoom Meeting
265544 - Oct 13, 2015 8:00 am - 3:30 pm

6.00
6

6

Assessment

NAESC eSchool Mark Reporting
266679 - Oct 14, 2015 9:00 am - 3:00 pm

5.00
4

6

Systemic Change Process

NAESC ACT Aspire
266263 - Oct 15, 2015 8:30 am - 3:30 pm

6.00
11

64

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

Summary Attended

NAESC Science Fair Meeting

269219 - Oct 16, 2015 1:00 pm - 2:30 pm

1.50
3

4

Common Core State Standards

NAESC LEADS Updates/Work Session for Superintendents

268321 - Oct 19, 2015 8:30 am - 3:30 pm

6.00
5

5

Supervision

NAESC Literacy Design Collaborative (Cohort 4)

270591 - Oct 19, 2015 8:00 am - 3:00 pm

6.00
2

6

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Personal Care Training and Billing Medicaid

239822 - Oct 21, 2015 9:00 am - 4:00 pm

10.00
6

10

Health Physical Activity

NAESC Nonviolent Crisis Intervention

267836 - Oct 22, 27, 2015 8:30 am - 3:30 pm

12.00
3

13

Non-Curricular

NAESC Health Care Reform Meeting

268092 - Oct 22, 2015 10:00 am - 12:00 pm

2.00
8

12

Non-Curricular

NAESC eSchool Cognos Day 1

266688 - Oct 27, 2015 9:00 am - 3:00 pm

5.00
3

4

Systemic Change Process

NAESC Improved State Network

269228 - Oct 27, 2015 2:00 pm - 4:00 pm

2.00
15

22

NAESC ACT Aspire

266264 - Oct 29, 2015 8:30 am - 3:30 pm

6.00
13

54

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Cognos Connection

269470 - Oct 29, 2015 9:00 am - 3:00 pm

5.00
5

10

Systemic Change Process

NAESC ELLA Year Two (2015-16)

268658 - Nov 3, 2015 8:30 am - 3:30 pm

1401

	6.00 2		3
Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process			
NAESC Science Cadre			
270016 - Nov 3, 2015 8:30 am - 3:30 pm			
	6.00 5		11
Common Core State Standards			
NAESC ACT Aspire Technology Training			
267286 - Nov 5, 2015 9:00 am - 3:00 pm			
	5.00 16		44
Assessment			
NAESC Science Cadre			
270022 - Nov 10, 2015 8:30 am - 3:30 pm			
	6.00 4		11
Common Core State Standards			

Summary Attended

NAESC ACT Aspire

267783 - Nov 11, 2015 8:30 am - 3:30 pm

6.00
10

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

56

NAESC eSchool Workday

270499 - Nov 12, 2015 9:00 am - 3:30 pm

5.50
3

Systemic Change Process

NAESC ECM Year One (2015-16)

269892 - Nov 13, 2015 8:30 am - 3:30 pm

6.00
11

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

3

NAESC ECM Year Three (2015-16)

269894 - Nov 16, 2015 8:30 am - 3:30 pm

6.00
5

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

29

NAESC APSCN FMS Preparing for eFinance & Calendar Year Clean Up

269298 - Nov 17, 2015 9:00 am - 12:00 pm

3.00
17

Systemic Change Process

NAESC ECM Year Three (2015-16)

269896 - Nov 17, 2015 8:30 am - 3:30 pm

6.00
5

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

19

NAESC ACT Aspire

268602 - Nov 18, 2015 8:30 am - 3:30 pm

6.00
10

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

32

NAESC Query Studio

269474 - Nov 18, 2015 9:00 am - 3:00 pm

5.00
4

Systemic Change Process

NAESC ECM Year Two (2015-16)

269898 - Nov 18, 2015 8:30 am - 3:30 pm

6.00
8

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

18

NAESC-Erate Training 2015

269226 - Nov 20, 2015 9:00 am - 4:00 pm

1403

15

243939 - Jun 10, 2015 8:30 am - 11:30 am

3.00
15

141

Non-Curricular

NAESC Managing The Common Core Classroom

243947 - Jun 10, 2015 12:30 pm - 3:30 pm

3.00
13

126

Classroom Management

NAESC Informative/Explanatory Writing K-2

244196 - Jun 10, 2015 8:30 am - 3:30 pm

6.00
8

23

Instructional Strategies

Summary Attended

NAESC Gatekeeper Training

245651 - Jun 10, 11, 2015 8:30 am - 3:30 pm

12.00
17

21

NAESC The Northcentral Arkansas Regional Partnership Advisory Council

243969 - Jun 11, 2015 8:30 am - 12:00 pm

3.00
10

26

Building a Collaborative Learning Community

NAESC Heartsaver CPR, First Aid and AED Training

245308 - Jun 11, 2015 8:30 am - 3:30 pm

6.00
5

14

CPR

NAESC The Northcentral Arkansas Regional Partnership Advisory Council

257407 - Jun 11, 2015 12:30 pm - 3:30 pm

3.00
12

28

Building a Collaborative Learning Community

CRASE: (Citizens Response to Active Shooter Events) 4hrs credit

(Curriculum Development 2hrs Credit)

260355 - Jun 12, 2015 8:00 am - 3:30 pm

6.00
1

20

Building a Collaborative Learning Community

NAESC Physical Education Activities for the Classroom Teacher

244031 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
11

15

Health Physical Activity

NAESC Close Reading 3-5

244216 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
9

21

Instructional Strategies

NAESC CLASS Year Two (2015-16)

245391 - Jun 15, 16, 2015 8:30 am - 3:30 pm

12.00
1

2

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Keyboarding for the Novice/Noncertified Teacher

248916 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
4

12

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Multisensory Teaching for the Classroom Teacher

254175 - Jun 15, 2015 8:30 am - 3:30 pm

6.00
12

16

Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Multisensory Teaching for the Classroom Teacher

242922 - Jun 16, 2015 8:30 am - 3:30 pm

38405

	6.00 8		13
Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages NAESC Visual Art, Music, Theatre, and Dance: Unpacking the 2014 Fine Arts Framework 244003 - Jun 16, 2015 8:30 am - 3:30 pm			
	6.00 11		18
Curriculum Alignment,Instructional Strategies NAESC Vocabulary 4-5 244202 - Jun 16, 2015 8:30 am - 3:30 pm			
	6.00 8		9
Instructional Strategies NAESC Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning 240921 - Jun 17, 18, 2015 8:30 am - 3:30 pm			
	12.00 11		24
Common Core State Standards,Instructional Strategies			

Summary Attended

NAESC Meeting the Needs of Students with Complex Learning Needs: Doing What Works

241599 - Jun 17, 2015 8:30 am - 3:30 pm

6.00
14

26

Instructional Strategies

NAESC Data and Statistics for Middle School Teachers: Building the Foundation

241973 - Jun 17, 18, 2015 8:30 am - 3:30 pm

12.00
9

13

Common Core State Standards

NAESC Problem Situations for Addition and Subtraction and the Nature of Equals (K-3)

244009 - Jun 17, 18, 2015 8:30 am - 3:30 pm

12.00
7

22

Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC 419 Business Technology Grade 5-6 Endorsement

247847 - Jun 22, 23, 24, 2015 8:30 am - 3:30 pm

18.00
6

23

Curriculum Alignment, Educational Technology, Instructional Strategies

NAESC Mathematics Design Collaborative (Cohort 4)

242780 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm

18.00
5

10

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC K-12 Social Studies Frameworks

244121 - Jun 23, 2015 8:30 am - 3:30 pm

6.00
14

30

Curriculum Alignment, Instructional Strategies, Systemic Change Process

NAESC Agri Inservice

246003 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm

18.00
18

23

Educational Technology, Instructional Leadership, Instructional Strategies

NAESC Superintendent's Institute 2015

248731 - Jun 23, 24, 25, 2015 8:30 am - 12:30 pm

12.00
14

21

Data Disaggregation, Fiscal Management, Instructional Leadership

NAESC Multisensory Teaching for the Classroom Teacher

252215 - Jun 23, 2015 8:30 am - 3:30 pm

6.00
9

15

Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

NAESC The Genius of Virtual Arkansas

256969 - Jun 23, 2015 9:00 am - 12:00 pm

3.00
3

3

Parental Involvement

NAESC K-6 Picture Perfect Science

4107

240924 - Jun 24, 25, 2015 8:30 am - 3:30 pm	12.00 9	
Common Core State Standards,Instructional Strategies NAESC Common Core Math Made Easy 242787 - Jun 24, 2015 8:30 am - 3:30 pm	6.00 11	25
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Educational Technology,Instructional Strategies,Systemic Change Process NAESC Dyslexia Assessments: AR RAN, DSA, & DIBELS 252218 - Jun 24, 2015 8:30 am - 3:30 pm	6.00 10	40
Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages NAESC Section 504: Survival Kit 244125 - Jun 25, 2015 8:30 am - 3:30 pm	6.00 9	16
Advocacy Leadership,Common Core State Standards,Instructional Leadership,Supervision,Systemic Change Process		14

Summary Attended

NAESC Art with a Message—A Hands On Art Experience
244136 - Jun 25, 2015 8:30 am - 3:30 pm

6.00
7

13

Curriculum Alignment,Instructional Strategies
NAESC Dyslexia Assessments: AR RAN, DSA, & DIBELS
255721 - Jun 25, 2015 8:30 am - 3:30 pm

6.00
8

10

Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages

NAESC Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning
240925 - Jun 29, 30, 2015 8:30 am - 3:30 pm

12.00
14

20

Common Core State Standards,Instructional Strategies
NAESC Heartsaver CPR, First Aid and AED Training
245311 - Jun 29, 2015 8:30 am - 3:30 pm

6.00
5

17

CPR
NAESC So Many Picture Books, So Little Time
244148 - Jun 30, 2015 8:30 am - 3:30 pm

6.00
14

39

Common Core State Standards,Instructional Strategies
NAESC Text Complexity 2-5
244285 - Jul 1, 2015 8:30 am - 3:30 pm

6.00
8

20

Instructional Strategies
NAESC Thriving in the Common Core Culture
244287 - Jul 6, 2015 8:30 am - 3:30 pm

6.00
14

30

Common Core State Standards,Curriculum Alignment,Instructional Strategies
NAESC Text Dependent Questioning K-2
244328 - Jul 6, 2015 8:30 am - 3:30 pm

6.00
14

28

Instructional Strategies
NAESC Literacy Design Collaborative (Cohort 4)
244307 - Jul 7, 8, 9, 2015 8:30 am - 3:30 pm

18.00
4

11

Common Core State Standards,Educational Technology,Instructional Strategies
NAESC Problem Situations for Multiplication and Division and the Nature of Equals (K-6)
244317 - Jul 7, 8, 2015 8:30 am - 3:30 pm

12.00
9

19

Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages
NAESC Transition Toolkit Training

42409

255918 - Jul 7, 2015 8:30 am - 3:30 pm

6.00
5

Instructional Strategies, Systemic Change Process
NAESC Google in the Classroom

244314 - Jul 8, 2015 8:30 am - 3:30 pm

6.00
13

Educational Technology

NAESC So Many Books, So Little Time!

244358 - Jul 8, 2015 8:30 am - 3:30 pm

6.00
16

Common Core State Standards, Instructional Strategies

NAESC 40 Minute Art Lessons

244323 - Jul 9, 2015 8:30 am - 3:30 pm

6.00
10

Instructional Strategies

6

24

46

14

Page 4 of 20

Summary Attended

NAESC Project Based Learning--A Real World Approach to Teaching and Learning 244352 - Jul 9, 2015 8:30 am - 3:30 pm

6.00
12

Curriculum Alignment, Instructional Strategies, Systemic Change Process

NAESC eSchool Scheduling

253322 - Jul 9, 2015 9:00 am - 3:30 pm

5.50
5

Systemic Change Process

NAESC Shape Note Gathering

245783 - Jul 10, 11, 2015 9:30 am - 4:00 pm

12.00
1

Instructional Strategies

NAESC Arkansas Diamond Award/Charlie May Simon Lists

240561 - Jul 13, 2015 8:30 am - 11:30 am

3.00
11

Instructional Strategies

NAESC Arkansas Teen Book Award

240915 - Jul 13, 2015 12:30 pm - 3:30 pm

3.00
9

Instructional Strategies

NAESC ECM Year One (2015-16)

244246 - Jul 13, 14, 15, 16, 2015 8:30 am - 3:30 pm

24.00
11

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Observations for Teachers

250753 - Jul 13, 2015 8:30 am - 3:30 pm

6.00
9

Classroom Management, Instructional Strategies, Systemic Change Process

NAESC K-1 Module 2: Implementing a Comprehensive Literacy Framework - Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction

244395 - Jul 14, 15, 2015 8:30 am - 3:30 pm

12.00
8

Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Business Educators Seminar

245827 - Jul 14, 15, 16, 2015 8:30 am - 3:30 pm

18.00
12

Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Strategies

NAESC Observations for Teachers

250754 - Jul 14, 2015 8:30 am - 3:30 pm

6.00
4

Classroom Management, Instructional Strategies, Systemic Change Process

NAESC APSCN FMS Cycle 8
241355 - Jul 15, 2015 9:00 am - 12:00 pm

3.00
12

15

Systemic Change Process

NAESC ECM Year Three (2015-16)

242116 - Jul 15, 16, 17, 2015 8:30 am - 3:30 pm

18.00
5

19

Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages

NAESC Stock Market Game Training for GT Coordinators/Teachers

239850 - Jul 16, 2015 9:00 am - 3:00 pm

5.00
7

9

Educational Technology

NAESC Using TESS to Level Up Your School Library Program

247628 - Jul 16, 2015 8:30 am - 3:30 pm

6.00
7

10

Assessment

Page 5 of 20

Summary Attended

NAESC Student GPS (Ed-Fi) for System Administrators and Trainers

256844 - Jul 16, 2015 8:30 am - 11:30 am

3.00
10

23

Data Disaggregation, Educational Technology

NAESC Student GPS (Ed-Fi) for Teachers

256845 - Jul 16, 2015 12:30 pm - 3:30 pm

3.00
2

3

Educational Technology

NAESC The Essences of Science Notebooking

240937 - Jul 20, 2015 8:30 am - 3:30 pm

6.00
9

24

Common Core State Standards, Instructional Strategies

NAESC CGI Year Three (2015-16)

242000 - Jul 20, 21, 22, 2015 8:30 am - 3:30 pm

18.00
5

14

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC ECM Year Two (2015-16)

242030 - Jul 20, 21, 22, 23, 2015 8:30 am - 3:30 pm

24.00
8

16

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Dyslexia Assessments: AR RAN, DSA, & DIBELS

244473 - Jul 20, 2015 8:30 am - 3:30 pm

6.00
9

21

Assessment, Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Text Complexity 6-12

244489 - Jul 20, 2015 8:30 am - 3:30 pm

6.00
7

10

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Short and Sustained Research K-2

244466 - Jul 21, 2015 8:30 am - 3:30 pm

6.00
7

11

Instructional Strategies

NAESC Disciplinary Literacy in History/Social Studies: Close Reading 5-8

244498 - Jul 21, 2015 8:30 am - 3:30 pm

6.00
8

16

Common Core State Standards, Instructional Strategies

NAESC eSchool Demographics/Scheduling Review Workshop

257468 - Jul 21, 2015 9:00 am - 3:00 pm

5.00
4

4613

6

Non-Curricular			
NAESC Short and Sustained Research 3-5			
244477 - Jul 22, 2015 8:30 am - 3:30 pm	6.00		
	7		12
Instructional Strategies			
NAESC Grades 2-3 Module 2: Implementing a Comprehensive Literacy Framework - Word Study: Phonics, Spelling, and Vocabulary Instruction			
244481 - Jul 22, 23, 2015 8:30 am - 3:30 pm	12.00		
	8		17
Classroom Management,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning			
Developmental Stages,Systemic Change Process			
NAESC Close Reading and Writing About Literary Texts	6.00		
245712 - Jul 22, 2015 8:30 am - 3:30 pm	11		18
Common Core State Standards,Curriculum Alignment,Instructional Strategies			
NAESC Your Role as Part of the School Wellness Committee			
248501 - Jul 22, 2015 8:30 am - 3:30 pm	6.00		
	8		9
Health Physical Activity			

Summary Attended

NAESC Promoting Appropriate Behaviors in the Classroom 255710 - Jul 22, 2015 8:30 am - 3:30 pm	6.00 12	21
Classroom Management,Non-Curricular NAESC Introduction to Writing Behavior Intervention Plans 244454 - Jul 23, 2015 8:30 am - 3:30 pm	6.00 6	8
Classroom Management,Non-Curricular NAESC Beyond the Traditional Research Paper: Teaching Students to Synthesize Info from Multiple Sources 245699 - Jul 23, 2015 8:30 am - 3:30 pm	6.00 10	21
Common Core State Standards,Curriculum Alignment,Instructional Strategies NAESC The Essences of Science Notebooking 256024 - Jul 23, 2015 8:30 am - 3:30 pm	6.00 10	16
Common Core State Standards,Instructional Strategies NAESC ELLA Year Two (2015-16) 268043 - Jul 24, Aug 6, 7, 2015 8:30 am - 3:30 pm	18.00 2	3
Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process NAESC CGI Year Two (2015-16) Group Two 244985 - Jul 27, 28, 29, 30, 2015 8:30 am - 3:30 pm	24.00 12	27
Assessment,Building a Collaborative Learning Community,Common Core State Standards,Curriculum Alignment,Instructional Strategies,Principles of Learning Developmental Stages NAESC Proof and Proving in High School Geometry 245318 - Jul 27, 28, 2015 8:30 am - 3:30 pm	12.00 4	4
Assessment,Common Core State Standards,Curriculum Alignment,Instructional Strategies NAESC TESS/LEADS Worksession 252039 - Jul 27, 2015 8:30 am - 3:30 pm	6.00 7	12
Supervision NAESC eSchool Registration 253330 - Jul 27, 2015 9:00 am - 3:30 pm	5.50 2	3
Systemic Change Process NAESC Orton-Gillingham Training 258613 - Jul 27, 28, 29, 30, 31, 2015 8:30 am - 3:30 pm	30.00 4	10
Instructional Strategies	48.15	

NAESC Expectations Can Change The Make-up of The Brain!
245063 - Jul 28, 2015 8:30 am - 3:30 pm

6.00
7

9

Instructional Strategies

NAESC Coaching and Calibration

252022 - Jul 28, 2015 8:30 am - 3:30 pm

6.00
4

5

Instructional Leadership,Mentoring Coaching,Supervision

NAESC Google in the Classroom

258112 - Jul 28, 2015 8:30 am - 3:30 pm

6.00
8

14

Educational Technology

NAESC AIMM Training

244965 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
12

19

Mentoring Coaching

Page 7 of 20

Summary Attended

NAESC High School Vectors

245000 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
3

3

Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies

NAESC A Closer Look At Teacher Actions That Impacts A Students Successful Discontinuing Or Not

245070 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
6

8

Instructional Strategies

NAESC Computer Science 101

249916 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
4

5

Educational Technology

NAESC Coaching and Calibration

252028 - Jul 29, 2015 8:30 am - 3:30 pm

6.00
4

4

Instructional Leadership, Mentoring Coaching, Supervision

NAESC "Teaching the Gifted in the Secondary Classroom"

240467 - Jul 30, 2015 8:30 am - 3:30 pm

6.00
5

9

Instructional Strategies, Non-Curricular

NAESC Text Dependent Questions Grades 6-12

245086 - Jul 30, 2015 8:30 am - 3:30 pm

6.00
9

15

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Teaching Computer Coding

249918 - Jul 30, 2015 8:30 am - 3:30 pm

6.00
5

5

Educational Technology

NAESC Student GPS (Ed-Fi) for System Administrators and Trainers

245117 - Aug 3, 2015 8:30 am - 11:30 am

3.00
7

11

Data Disaggregation, Educational Technology

NAESC Student GPS (Ed-Fi) for Teachers

245122 - Aug 3, 2015 12:30 pm - 3:30 pm

3.00
6

27

Educational Technology

NAESC Overview of Barton Online Training Resources

258252 - Aug 3, 2015 8:30 am - 11:30 am

3.00
5

8

Instructional Strategies

NAESC Overview of Barton Online Training Resources

258253 - Aug 3, 2015 12:30 pm - 3:30 pm

50417

	3.00 3	4
Instructional Strategies		
NAESC Paraprofessional Training for Unlicensed Assistive Personnel in the School Setting and Glucagon Administration Training		
258382 - Aug 3, 2015 8:30 am - 11:30 am	3.00 3	
		3
Non-Curricular		
NAESC Cruising Through the Standards		
245236 - Aug 4, 2015 8:30 am - 3:30 pm	6.00 11	25
Curriculum Alignment,Instructional Strategies,Systemic Change Process		
NAESC Foundational Skills 3-5		
245239 - Aug 4, 2015 8:30 am - 3:30 pm	6.00 5	8
Common Core State Standards,Instructional Strategies		

Summary Attended

NAESC Increasing Positive Behaviors for Students with Autism Spectrum Disorder
255718 - Aug 4, 2015 8:30 am - 3:30 pm

6.00
12

Classroom Management,Non-Curricular

25

NAESC Promoting Appropriate Behaviors in the Classroom
245137 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
10

Classroom Management,Non-Curricular

32

NAESC Heartsaver CPR, First Aid and AED Training
245305 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
8

CPR

12

NAESC Vocabulary K-3

254487 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
6

Instructional Strategies

15

NAESC Grade 5 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System

273370 - Aug 5, 2015 8:30 am - 3:30 pm

6.00
2

Assessment

5

NAESC Classroom Management For Large Classrooms

243928 - Aug 6, 2015 8:30 am - 3:30 pm

6.00
12

Classroom Management

71

NAESC Increasing Positive Behaviors for Students with Autism Spectrum Disorder

245147 - Aug 6, 2015 8:30 am - 3:30 pm

6.00
10

Classroom Management,Non-Curricular

26

NAESC Informative/Explanatory Writing 3-5

245259 - Aug 6, 2015 8:30 am - 3:30 pm

6.00
10

Instructional Strategies

16

NAESC 2015 Back to School Nurse Workshop

257754 - Aug 6, 2015 8:30 am - 3:30 pm

5.75
10

Health Physical Activity

20

NAESC Employee Benefits Division (EBD) Meeting

258119 - Aug 6, 2015 10:00 am - 12:00 pm

2.00
6

Systemic Change Process

8

NAESC Child Nutrition

260464 - Aug 6, 2015 1:00 pm - 4:00 pm	3.00	
	2	2
Systemic Change Process		
NAESC eSchool Attendance		
253335 - Aug 10, 2015 9:00 am - 3:30 pm	5.50	
	5	11
Systemic Change Process		
NAESC Virtual Arkansas Facilitator Training		
257231 - Aug 14, 2015 8:30 am - 3:00 pm	5.50	
	16	39
Instructional Strategies		
NAESC APSCN FMS Cycle 9		
241366 - Aug 18, 2015 9:00 am - 12:00 pm	3.00	
	18	23
Systemic Change Process		
NAESC eSchool Attendance Workshop		
260485 - Aug 25, 2015 9:00 am - 12:00 pm	3.00	
	5	5
Systemic Change Process		

Summary Attended

NAESC eSchool Discipline Workshop
260489 - Aug 25, 2015 1:00 pm - 3:00 pm

2.00
4

5

Systemic Change Process
NAESC SMS Cycle Training
253340 - Aug 26, 2015 9:00 am - 3:00 pm

5.00
7

13

Systemic Change Process
NAESC Statewide Field Test Training
258094 - Aug 26, 2015 8:30 am - 4:00 pm

6.00
23

57

Systemic Change Process
NAESC Tier 1 Training
248572 - Aug 27, 2015 9:30 am - 11:30 am

2.00
19

42

Fiscal Management
NAESC GT Coordinators/ADE State-wide ZOOM Meeting
260875 - Aug 28, 2015 8:30 am - 3:30 pm

6.00
15

16

Systemic Change Process
NAESC Reading Recovery Continuing Contact
265906 - Aug 28, 2015 8:30 am - 3:30 pm

6.00
7

9

Instructional Strategies, Mentoring Coaching
NAESC Vision Screening Certification for School Nurses
260652 - Aug 31, 2015 8:30 am - 11:30 am

3.00
2

2

Assessment
NAESC Hearing Screening Certification for School Nurses
260662 - Aug 31, 2015 12:30 pm - 3:30 pm

3.00
2

2

Assessment
NAESC Tech Meeting
266185 - Sep 1, 2015 9:00 am - 12:00 pm

3.00
10

12

Educational Technology
NAESC eSchool Medical Training
260471 - Sep 3, 2015 9:00 am - 3:00 pm

5.00
9

12

Systemic Change Process
NAESC Child Nutrition
263145 - Sep 3, 2015 1:00 pm - 4:00 pm

54
1421

	3.00 3	5
Systemic Change Process NAESC AGQBA Quiz Bowl Coaches' Meeting 260672 - Sep 10, 2015 1:00 pm - 3:00 pm		
	2.00 13	17
NAESC eSchool Transcript Workday 266766 - Sep 14, 2015 9:00 am - 3:00 pm		
	5.00 4	4
Systemic Change Process NAESC Federal and State Categorical Program Application Workday 266941 - Sep 14, 2015 8:30 am - 3:30 pm		
	6.00 11	14
Systemic Change Process NAESC eSchool State Reporting Workshop 262850 - Sep 15, 2015 9:00 am - 3:00 pm		
	5.00 8	16
Systemic Change Process		

Summary Attended

NAESC Teacher Induction/Mentoring 263422 - Sep 15, 2015 8:30 am - 3:30 pm	6.00 5	9
Mentoring Coaching NAESC eSchool Discipline and Attendance 266662 - Sep 16, 2015 9:00 am - 3:00 pm	5.00 2	4
Systemic Change Process NAESC APSCN FMS - Budgeting & Cycle 1 267097 - Sep 17, 2015 9:00 am - 12:00 pm	3.00 9	12
NAESC eSchool State Reporting Workshop 262852 - Sep 22, 2015 9:00 am - 3:00 pm	5.00 3	3
Systemic Change Process NAESC Instructional Leaders Meeting 266288 - Sep 22, 2015 9:00 am - 12:00 pm	3.00 15	37
Advocacy Leadership NAESC Science Cadre 268966 - Sep 23, 2015 8:30 am - 3:30 pm	6.00 9	14
Common Core State Standards NAESC eSchool Workday 266668 - Sep 24, 2015 9:00 am - 3:00 pm	5.00 2	6
Systemic Change Process NAESC Science Cadre 268967 - Sep 24, 2015 8:30 am - 3:30 pm	6.00 5	10
Common Core State Standards NAESC Reading Recovery Continuing Contact 266903 - Sep 25, 2015 9:30 am - 12:30 pm	3.00 6	7
Instructional Strategies, Mentoring Coaching NAESC GT Coordinators Online Program Application Workday 266742 - Sep 28, 2015 8:30 am - 3:30 pm	6.00 14	16
Non-Curricular NAESC Foundations of Special Education Paraprofessional Training 267369 - Sep 28, 2015 8:30 am - 3:30 pm	6.00	
	1423 56	

	8	15
Classroom Management,Instructional Strategies NAESC Instructional Facilitators Meeting 266750 - Sep 29, 2015 8:30 am - 3:30 pm		
	6.00 5	
Building a Collaborative Learning Community NAESC Behavior Paraprofessional Training 267370 - Sep 29, 2015 8:30 am - 3:30 pm		16
	6.00 9	
Instructional Strategies,Principles of Learning Developmental Stages NAESC Teacher Center Committee Meeting 266289 - Sep 30, 2015 9:00 am - 12:00 pm		17
	3.00 12	
Advocacy Leadership,Building a Collaborative Learning Community,Data Disaggregation NAESC eSchool Scheduling 266674 - Sep 30, 2015 9:00 am - 3:00 pm		14
	5.00 3	
Systemic Change Process		6

Summary Attended

NAESC CGI Year One (2015-16)

266800 - Sep 30, 2015 8:30 am - 3:30 pm

6.00

7

31

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC ACT Aspire Accommodations Training

267032 - Sep 30, 2015 9:00 am - 12:00 pm

3.00

16

66

Assessment

NAESC Child Nutrition

263147 - Oct 1, 2015 1:00 pm - 4:00 pm

3.00

2

4

Systemic Change Process

NAESC CGI Year One (2015-16)

266806 - Oct 1, 2015 8:30 am - 3:30 pm

6.00

7

31

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

NAESC Positive Behavior Supports Training

258393 - Oct 6, 7, 29, Nov 10, 2015 8:30 am - 3:00 pm

24.00

11

22

Instructional Strategies

NAESC APSCN FMS Fixed Assets and FMS Cycle 2-7

268198 - Oct 6, 2015 9:00 am - 12:00 pm

3.00

8

11

Non-Curricular

NAESC eSchool Report Card Review Workshop

267840 - Oct 7, 2015 9:00 am - 12:00 pm

4.00

3

8

Systemic Change Process

NAESC ELLA Year Two (2015-16)

268657 - Oct 7, 2015 8:30 am - 3:30 pm

6.00

2

3

Assessment, Classroom Management, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process

NAESC ASIS Training (AIP/IRI)

267453 - Oct 8, 2015 8:30 am - 11:30 am

3.00

9

22

Assessment, Instructional Strategies

NAESC Fall Counselors Meeting

265496 - Oct 9, 2015 8:30 am - 3:30 pm

6.00

13

1425

33

Mentoring Coaching
NAESC ACT Aspire
266261 - Oct 9, 2015 8:30 am - 3:30 pm

6.00
15

65

Assessment,Building a Collaborative Learning Community,Common Core State Standards,Educational Technology,Instructional Strategies

NAESC AP Coordinator State-Wide Zoom Meeting
265544 - Oct 13, 2015 8:00 am - 3:30 pm

6.00
6

6

Assessment
NAESC eSchool Mark Reporting
266679 - Oct 14, 2015 9:00 am - 3:00 pm

5.00
4

6

Systemic Change Process
NAESC ACT Aspire
266263 - Oct 15, 2015 8:30 am - 3:30 pm

6.00
11

64

Assessment,Building a Collaborative Learning Community,Common Core State Standards,Educational Technology,Instructional Strategies

Summary Attended

NAESC Science Fair Meeting

269219 - Oct 16, 2015 1:00 pm - 2:30 pm

1.50
3

4

Common Core State Standards

NAESC LEADS Updates/Work Session for Superintendents

268321 - Oct 19, 2015 8:30 am - 3:30 pm

6.00
5

5

Supervision

NAESC Literacy Design Collaborative (Cohort 4)

270591 - Oct 19, 2015 8:00 am - 3:00 pm

6.00
2

6

Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Personal Care Training and Billing Medicaid

239822 - Oct 21, 2015 9:00 am - 4:00 pm

10.00
6

10

Health Physical Activity

NAESC Nonviolent Crisis Intervention

267836 - Oct 22, 27, 2015 8:30 am - 3:30 pm

12.00
3

13

Non-Curricular

NAESC Health Care Reform Meeting

268092 - Oct 22, 2015 10:00 am - 12:00 pm

2.00
8

12

Non-Curricular

NAESC eSchool Cognos Day 1

266688 - Oct 27, 2015 9:00 am - 3:00 pm

5.00
3

4

Systemic Change Process

NAESC Improved State Network

269228 - Oct 27, 2015 2:00 pm - 4:00 pm

2.00
15

22

NAESC ACT Aspire

266264 - Oct 29, 2015 8:30 am - 3:30 pm

6.00
13

54

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

NAESC Cognos Connection

269470 - Oct 29, 2015 9:00 am - 3:00 pm

5.00
5

10

Systemic Change Process

NAESC ELLA Year Two (2015-16)

268658 - Nov 3, 2015 8:30 am - 3:30 pm

60427

	6.00 2		
Assessment,Classroom Management,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages,Systemic Change Process			3
NAESC Science Cadre			
270016 - Nov 3, 2015 8:30 am - 3:30 pm			
	6.00 5		
Common Core State Standards			11
NAESC ACT Aspire Technology Training			
267286 - Nov 5, 2015 9:00 am - 3:00 pm			
	5.00 16		
Assessment			44
NAESC Science Cadre			
270022 - Nov 10, 2015 8:30 am - 3:30 pm			
	6.00 4		
Common Core State Standards			11

Summary Attended

NAESC ACT Aspire

267783 - Nov 11, 2015 8:30 am - 3:30 pm

6.00
10

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

56

NAESC eSchool Workday

270499 - Nov 12, 2015 9:00 am - 3:30 pm

5.50
3

Systemic Change Process

NAESC ECM Year One (2015-16)

269892 - Nov 13, 2015 8:30 am - 3:30 pm

6.00
11

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

3

NAESC ECM Year Three (2015-16)

269894 - Nov 16, 2015 8:30 am - 3:30 pm

6.00
5

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

29

NAESC APSCN FMS Preparing for eFinance & Calendar Year Clean Up

269298 - Nov 17, 2015 9:00 am - 12:00 pm

3.00
17

Systemic Change Process

NAESC ECM Year Three (2015-16)

269896 - Nov 17, 2015 8:30 am - 3:30 pm

6.00
5

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

19

NAESC ACT Aspire

268602 - Nov 18, 2015 8:30 am - 3:30 pm

6.00
10

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Educational Technology, Instructional Strategies

32

NAESC Query Studio

269474 - Nov 18, 2015 9:00 am - 3:00 pm

5.00
4

Systemic Change Process

NAESC ECM Year Two (2015-16)

269898 - Nov 18, 2015 8:30 am - 3:30 pm

6.00
8

Assessment, Building a Collaborative Learning Community, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

18

NAESC-Erate Training 2015

269226 - Nov 20, 2015 9:00 am - 4:00 pm

6.29

15

ANNUAL REPORT 2016



Northeast Arkansas Education Cooperative
211 West Hickory
Walnut Ridge Arkansas, 72476



Report Prepared
May, 2016

TABLE OF CONTENTS

From the Director's Desk	1
Mission Statement	2
Northeast Arkansas Education Cooperative Map	3
Northeast Arkansas Education Cooperative Organizational Chart	4
Northeast Arkansas Education Cooperative Board of Directors	5
ESC Annual Report	6
Governance.....	7
Staffing	8-10
Northeast Teacher Center.....	11
Administrative Services	11-12
Direct Services to Students	12-13
Anecdotal Reports.....	13
Employment Policies and Practices.....	14-15
Northeast Arkansas Education Cooperative Salary Schedules	16-18
Northeast Arkansas Education Cooperative Teacher Center Committee	19
Program Summaries	20
Arkansas Better Chance Preschool	21
APPEL.....	22
APSCN.....	23
Behavior Support Specialist.....	24
Career and Technical Education	25-26
Early Childhood Special Education	27
Gifted Education	28-29
HIPPY	30-31
Literacy Department.....	32-37
Math Department.....	38
Media.....	39
MSP Integrated Mathematics/Science.....	40
MSP K-4 Science	41
Novice Teacher Mentoring.....	42
School Psychology Specialist.....	43
School Health Services.....	44
Science Department.....	45-46
Special Education	47-48
Teacher Center – Make-n-Take.....	49
Teacher Center – Professional Development, Curriculum Development Assistant	50
Technology.....	51-52
Virtual Arkansas.....	53-54
Special Projects	55-57
Professional Development Activities Report	58-84

Donna Harris
Director



Angelia Carlton
TC Coordinator

Northeast Arkansas Education Service Cooperative
211 West Hickory
Walnut Ridge, Arkansas 72476
(870) 886-7717 FAX (870) 886-7719

The Northeast Arkansas Education Cooperative annual report reflects the services provided during the 2014-15 fiscal year. The report prepared by our staff, is designed to inform our member districts, the ADE, legislators and the Governor's office. This "snapshot" provides a summative look at our combined efforts to assist member school districts in raising student achievement.

The Co-op Staff is to be commended for their professionalism, commitment, and team spirit in the preparation of our annual report.

from the *Director's Desk*

June 30, 2016, marks the 32nd year of operations for the Northeast Arkansas Education Cooperative. The Cooperative is located in Walnut Ridge in Lawrence County which is comprised of 14 school districts in six counties: Clay, Craighead, Greene, Jackson, Lawrence, and Randolph. The Cooperative employs 85 staff members.

The Northeast Arkansas Education Cooperative annual report reflects the services provided during the 2015-16 year. The report, prepared by our staff, is designed to inform our member districts, the ADE, SBE, legislators and the Governor's office of the programs and activities that occurred from June 1, 2015 - May 31, 2016. This "snapshot" provides a summative look at our combined efforts to assist member school districts. The NEA Cooperative staff in their respective roles strives to work with all school personnel to provide high quality leadership, service and support to our member schools to facilitate effective learning for all students. Educator, author, and innovation specialist, A.J. Juliani is quoted as saying, "Our job is not to 'prepare' kids for something; our job is to help kids learn to prepare themselves for anything." This is the task set before our Cooperative Staff. They are to be commended for their professionalism, commitment, and team spirit with special thanks for their preparation of this, our annual report.

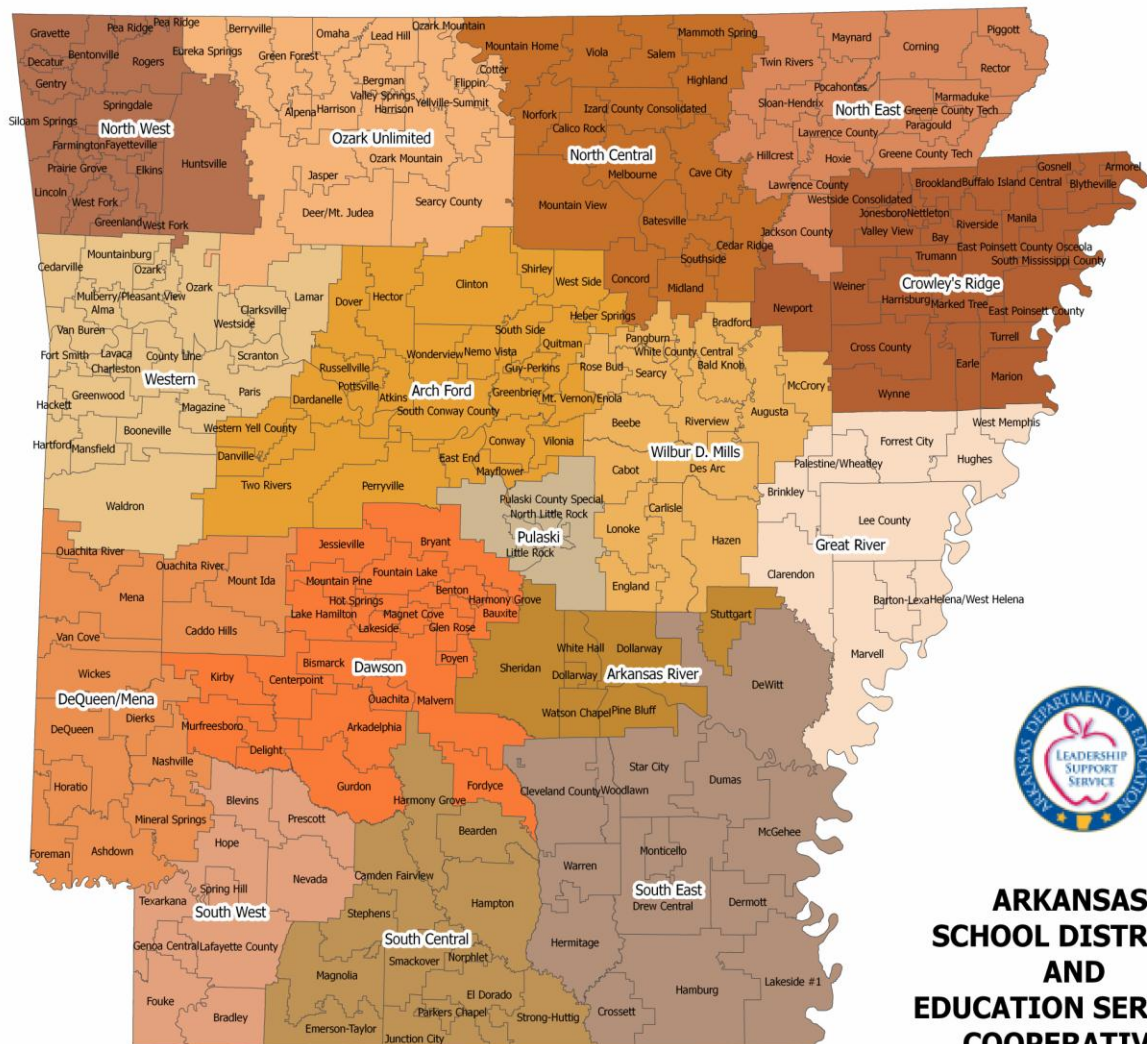
Donna C. Harris, Director



Northeast Arkansas Education Services Cooperative

Mission Statement

The mission of the Northeast Arkansas Education Cooperative is to provide the highest quality leadership, service and support to our member districts in their efforts to facilitate effective learning for all students.



The Northeast Arkansas Education Cooperative serves the following counties.

- **Clay**
- **Craighead**
- **Greene**
- **Jackson**
- **Lawrence**
- **Randolph**

Northeast Arkansas ESC Organizational Chart

	Board of Directors										
Administrative Assistants	Director										Business Office
	Teacher Center Coordinator										
	Content Areas		ADLPC Program Manager	School Psychology Specialists	LEA Supervisors	Early Childhood Coordinator					
	Career and Technical Education	Gifted and Talented				Behavior Intervention Consultant	Speech Language Pathology				
						Hippy Coordinator	EC Special Education/ ABC Preschool Teachers				
	Mathematics	Science				Hippy Home Visitor	Paraprofessionals				
	Literacy	Reading Recovery				Support Staff					
	Technology	Distance Learning									
	Media	Make-N-Take									
	Support Staff										

Northeast Arkansas Education Service Cooperative



Officers of the Board

Name	Position	School District
Donna C. Harris	Director/Ex-officio	Northeast Education Cooperative
Greg Crabtree	President	Hillcrest
Kellee Smith	Vice-President	Corning
Debbie Smith	Secretary	Paragould

Members of the Board

Name	Position	School District
Terry Belcher	Board Member	Lawrence County
Daryl Blaxton	Board Member	Pocahontas
Dr. Bryan Duffie	Board Member	Westside Consolidated
Johnny Fowler	Board Member	Rector
Tim Gardner	Board Member	Marmaduke
Gene Weeks	Board Member	Greene County Tech
Charlie Powell	Board Member	Piggott
Chester Shannon	Board Member	Jackson County
Clifford Rorex	Board Member	Sloan-Hendrix
Patricia Rawlings	Board Member	Maynard
Radius Baker	Board Member	Hoxie

Northeast Arkansas Education
Cooperative Annual Report
DATE: June 1, 2016



Arkansas Department of Education...

Arkansas Department of Education
Education Service Cooperative (ESC) Annual Report

DATE: June 14, 2016

LEA# 38-20

ESC# 3

ESC NAME: Northeast Arkansas Education Service Cooperative

ADDRESS: 211 West Hickory; Walnut Ridge, Arkansas 72476

PHONE NUMBER: 870-886-7717

DIRECTOR: Donna C. Harris

TEACHER CENTER COORDINATOR: Angelia Carlton

NAMES OF COUNTIES SERVED: Lawrence, Greene, Jackson, Clay, Randolph, Craighead

NUMBER OF DISTRICTS: 14

NUMBER OF STUDENTS: 17,743

NUMBER OF TEACHERS: 1468

FREE LUNCHES: 8,925

REDUCED LUNCHES: 2,021

I. GOVERNANCE:

- A. How is the co-op governed?
Board of Directors X or Executive Committee _____
- How many members on the Board? 14 Executive Committee
How many times did the Board meet? 11 Executive Committee
- When is the regular meeting? Last Wednesday of each month
- Date of current year's annual meeting: May
- B. Does the co-op have a Teacher Center Committee? YES X NO _____
If yes, then:
How many are on the Teacher Center Committee? 14
How many members are teachers? 8
- How many times did the Teacher Center Committee meet? 3
- When is the regular meeting? As scheduled (three times per year)
- C. When was the most recent survey/needs assessment conducted? Spring 2016
- D. Have written policies been filed with the Arkansas Department of Education?
Yes X No _____

II. STAFFING:

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget. (S=State, F=Federal, H=Head Start, M=Medicaid, P=Private, B=Base Funds, D=District, P=Private)

*	Name	Position	Funding Source	New Hire	Resigned
	Donna Harris	Director	Base		
	Angelia Carlton	TCC	Base		
	Michael Fort	Bookkeeper	Base		
	Kristie Graham	Assistant Bookkeeper	Base		
	Mary Horton	Administrative Assistant	District/Base		
	Angie Koons	Administrative Assistant	Base	X	
	Bruce Watson	Technology Coordinator	State		
	Lana Jean	Literacy Specialist	State		
	Glenda Causbie	Literacy Specialist	State		
	Sharon Gates	Reading Recovery	State		
	Jim McMullen	Math Coordinator	State		
	Saundra Lamberson	Science Specialist	State		
	Gail Burns	GT Specialist	State	X	
	Rhonda Fowler	CTE Coordinator	State		
	Nedra Nichols	LEA Supervisor	Districts		
	Amanda Kirby	Behavior Support Specialist	Federal	X	
	Lori Pruitt	School Psychology Specialist	Districts	X	
	Ashley Bateman	School Psychology Specialist	Districts		
	Jeanine Wood	Digital Learning Coordinator / Tech Support	State		
	Linda Baker	Creative Materials Specialist	Private/Base		
	Kim Bounds	Media Assistant	Base		
*	Keith Ellison	Maintenance	Base	X	
	Wilma Bagwell	Hostess	Base		
	Mandy Durham	ABC/Early Childhood Coordinator	State		
	Bonnie Cain	ABC Asst. Supervisor	State		
	Gregg Cooper	ABC Supervisor	State		
	Diane Coleman	SP Clerical Asst./Medicaid Clerk	District		
	David Allen	ABC Secretary	State		
	Kate Garofas	Behavior Specialist	State		
	Kathaleen Miller	Hippy Director	State		
	Sharon Swift	Hippy Home Visitor	State		
	Cheryl Gookin	Hippy Home Visitor	State		
	Leslie Woodard	Hippy Home Visitor	State		
	Lyna Meeks	Hippy Home Visitor	State		
	Tammy Montgomery	Hippy Home Visitor	State		
	Taryn Kendrick	Hippy Home Visitor	State		
	Amanda McGinnis	Hippy Home Visitor	State		

*	Name	Position	Funding Source	New Hire	Resigned
	Stephanie Anderson	Speech Pathologist	Federal		
	Leslie Malone	Speech Pathologist	State		
	Stephanie Mason	Speech Pathologist	Federal		
	Lara Lewis	Speech Pathologist	State		
	Bethany Clark	Speech Pathologist	State		
	Brittney Doyle	Speech Pathologist	State		
	Paula Holcomb	Itinerant Special Ed Teacher	Federal	X	
	Karen Hogland	Itinerant Special Ed Teacher	Federal		
	Carmen George	Itinerant Special Ed Teacher	Federal		
	Angela Burrow	Itinerant Special Ed Teacher	Federal		
	Debbie Emison	Itinerant Special Ed Teacher	Federal		
	Andrea Coomer	Early Childhood Teacher	State		
	Emily Sheets	Early Childhood Teacher	State		
	Stephanie Jones	Early Childhood Teacher	State	X	
	April Smith	Early Childhood Teacher	State		
	Rita Priest	Early Childhood Teacher	State		
	Jo Nell Sale	Early Childhood Teacher	State		
	Stephanie Mitchell	Early Childhood Teacher	State		
	Valerie Priest	Early Childhood Teacher	State		
	Ashley Cummings	Early Childhood Teacher	State		
	Tera Morgan	Early Childhood Teacher	State		
	Melissa Ward	Early Childhood Teacher	State		
	Brenda Wooten	Early Childhood Teacher	State		
	Cameron Priest	Early Childhood Teacher	State		
	Kelly Samons	Early Childhood Teacher	State		
	Marilyn Wellman	Early Childhood Teacher	Private		
	Danielle Brewer	Early Childhood Teacher	State		
	Gena Sweaney	Teacher Assistant	State		
	Blewe Blevins	Teacher Assistant	State		
	Shantelle Sullinger	Teacher Assistant	State	X	
	Reva Hill	Teacher Assistant	State		
	Ambra Staples	Teacher Assistant	State		
	Bonnie Yasler	Teacher Assistant	State		
	Sherrie Johnson	Teacher Assistant	State		
	Brandi Howard	Teacher Assistant	State		
	Joyce Smith	Teacher Assistant	State		
	Lacey Bounds	Teacher Assistant	State		
	Mary Erwin	Teacher Assistant	State		
	Kristie Stallings	Teacher Assistant	State		
	Lana Mullins	Teacher Assistant	State		
	Renee Autry	Teacher Assistant	State		
	Lacey Manor	Teacher Assistant	Private		
	Colbie Culver	Teacher Assistant	State	X	

*	Name	Position	Funding Source	New Hire	Resigned
	Tonya Rose	Kitchen Aid	State		
	Oscar Smith	Custodian	Private		
	Jessica Featherston	Teacher Assistant	State	X	
	April Rainwater	Teacher Assistant	State	X	
	Jennifer Jean	Teacher Assistant	State	X	
	Christina Stallings	Teacher Assistant	State	X	
*	Regina Alexander	Community Health Promotion Specialist	State		
*	Joe Rapert	Cognos	State		
*	Karen Davis	Community Health Nurse	State		
*	Peggy Duff	APSCN Trainer	State		

III. TEACHER CENTER

Please attach a list of all in service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES ☒ NO ☐

Approximate the number of titles in media center: 6800

Does the co-op provide delivery to the districts? YES ☒ NO ☐

How many districts participate in the media program? 14

How many titles (including duplicate counts) were provided to schools during this current year? 742 Media Titles were delivered – combined total of 13,964 items delivered.

Do districts contribute dollars to the media services YES ☒ NO ☐

How are media charges per district determined (formal or per ADM)? Please describe: \$1 per ADM

. Does the co-op operate a “make-and-take” center for teachers? YES ☒ NO ☐

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once).

Number of Teacher Participants 1485

Other School Districts 1610

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

☒ Conduct Annual Needs Assessment/Planning assistance

☒ Special education services

☒ Gifted and talented assistance

☒ Grant writing assistance

☒ Personnel application

☒ Assist/support with Evaluation procedures (OSR, GT, CTE, ACSIP)

☐ Migrant student Identification

☒ Bookkeeping assistance

☒ Technology training

- ☒ Curriculum alignment
- ☒ Business Management training
- ☒ Computer technician
- ☒ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☐ Math coaches training
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and local board members
- ☒ Other (please specify)
- ☒ Carl Perkins
- ☒ Bus Driver Training
- ☒ Custodial: Asbestos, School Maintenance, OSHA
- ☒ Pre-Retirement Workshop

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☐ Student assessment program
- ☒ Itinerant teachers – please list areas: ECSE, SPED, etc.
- ☒ Music, art, speech pathology
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☒ Mentor programs: Novice Teacher Mentoring
- ☒ Gifted/talented programs: 14 participating districts
- ☒ Digital instruction
- ☒ Speech therapist
- ☒ Low incidence handicapped

[X] Other (Please specify): Nursing, HIPPY, Project Fair, Science Fair, Visual and Performing Arts Festival

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Visual and Performing Arts Festival:

This festival has been an annual event for the past 16 years. Fine Arts Instructors work with Cooperative personnel to plan this event. It is held at the Cooperative on the 3rd or 4th Sunday of January and honors Fine Arts Students from schools in the Cooperative area. Art work is displayed at the Cooperative during the Festival through the month of February. School bands, choirs and special groups perform on the day of the Festival. At the conclusion of the festival every student is recognized for their participation in the festival.

Teacher Day:

NEA Cooperative hosted their annual "Teacher Day" on August 13th this year in two separate locations. The two hosting sites were Greene County Tech School District Auditorium and the Walnut Ridge Community Center. There were two keynote speakers that spoke at both sites during the course of the day. Dave Opalewski's sessions were titled "Answering the Cry for Help", This dynamic and interactive workshop instructed the teachers in the prevention of the fastest growing killer (Suicide) of our Country's most precious resource; our children.

Manny Scott was the other speaker that presented to the teachers. In this program titled, "How to R.E.A.C.H. Youth today", Manny shared, step-by-step, several proven practices and principles that engage, equip, and empower people everywhere to reach youth. Based on his doctoral research and own life experiences, Manny explained how to develop real relationships; how to grab the attention of your intended audience; and, how to persuade others to turn the page and take proactive steps to improve the quality of their lives.

Athletic Coaching Institute:

The Athletic Coaching Institute is a three-day annual collaboration between ASU, Crowley's Ridge Education Cooperative and the Northeast Arkansas Education Cooperative. For over a decade Ron Carrol, director of the Institute, has provided trainings on-site at ASU on a variety of topics including: Sports Medicine, Best Coaching Practices, Dehydration, Communicable Diseases, Health Emergencies, and many other environmental issues that threatens the health and safety of students. Approximately 100 area coaches and trainers attend this institute and receive these valuable professional learning opportunities.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: 2

For this number above, please provide the number in each of the following racial classifications:

White 2
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of new females employed by the cooperative for the 2015-2016 school year: 12

For this number above, please provide the number in each of the following racial classifications:

White 12
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 1

For this number above, please provide the number in each of the following racial classifications:

White 1
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of females terminated by the cooperative during the 2015-2016 school year: 5

For this number above, please provide the number in each of the following racial classifications:

White 5
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 4

For this numbers above, please provide the number in each of the following racial classifications:

White 4
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of females seeking employment by the cooperative during the 2015-2016 school year: ____34__

For this number above, please provide the number in each of the following racial classifications:

White 34
African American
Hispanic
Asian
American Indian
Alaskan Native

EARLY CHILDHOOD SALARY SCHEDULE

Schedule 12S FY12 Speech 200 Days Hours/Day 8.00

Step 20 Range 5

Step		SLP ('02)		SLP ('01)		Yrs.EXP.
1		\$ 39,753.00		\$ 40,253.00		0
2		\$ 40,332.00		\$ 40,832.00		1
3		\$ 40,911.00		\$ 41,411.00		2
4		\$ 41,490.00		\$ 41,990.00		3
5		\$ 42,069.00		\$ 42,569.00		4
6		\$ 42,648.00		\$ 43,148.00		5
7		\$ 43,227.00		\$ 43,727.00		6
8		\$ 43,806.00		\$ 44,306.00		7
9		\$ 44,385.00		\$ 44,885.00		8
10		\$ 44,964.00		\$ 45,464.00		9
11		\$ 45,543.00		\$ 46,043.00		10
12		\$ 46,122.00		\$ 46,622.00		11
13		\$ 46,700.00		\$ 47,201.00		12
14		\$ 47,280.00		\$ 47,780.00		13
15		\$ 47,859.00		\$ 48,359.00		14
16		\$ 48,438.00		\$ 48,938.00		15
17		\$ 49,017.00		\$ 49,517.00		16
18		\$ 49,596.00		\$ 50,096.00		17
19		\$ 50,175.00		\$ 50,675.00		18
20		\$ 50,754.00		\$ 51,254.00		19

EARLY CHILDHOOD SALARY SCHEDULE

SCHEDULE 10t Teachers

STEP	BSE	MSE	Yrs. EXP.
1	31,872.00	36,653.00	0
2	32,394.00	37,232.00	1
3	32,916.00	37,811.00	2
4	33,438.00	38,390.00	3
5	33,960.00	38,969.00	4
6	34,482.00	39,548.00	5
7	35,004.00	40,127.00	6
8	35,526.00	40,706.00	7
9	36,048.00	41,285.00	8
10	36,570.00	41,864.00	9
11	37,092.00	42,443.00	10
12	37,614.00	43,022.00	11
13	38,136.00	43,601.00	12
14	38,658.00	44,180.00	13
15	39,180.00	44,759.00	14
16	39,702.00	45,338.00	15

EARLY CHILDHOOD SALARY SCHEDULE
SCHEDULE 10H AIDE/HIPPY

Step	AIDES	AIDES/AA	HIPPY	Yrs. EXP.
1	12,647.00	12,988.00	13,998.00	0
2	13,188.00	13,539.00	14,539.00	1
3	13,729.00	14,080.00	15,080.00	2
4	14,270.00	14,621.00	15,621.00	3
5	14,811.00	15,162.00	16,162.00	4
6	15,352.00	15,703.00	16,703.00	5
7	15,893.00	16,244.00	17,244.00	6
8	16,434.00	16,785.00	17,785.00	7
9	16,975.00	17,326.00	18,326.00	8
10	17,516.00	17,867.00	18,867.00	9

Northeast Arkansas Education Cooperative
Teacher Center Committee

Position	Name	District	Term
Teachers:			
Elementary	Ellen Meadows	Piggott	2013-16
Elementary	Teressa Hart	Hoxie	2015-18
Elementary	Heidi Henderson	Rector	2013-16
Middle/Jr. High	Tina Vangilder	Marmaduke	2014-17
Middle/Jr. High	Debbie Archer	Lawrence Co.	2013-16
Middle/Jr. High	Andrea Campbell	GCT	2015-18
High School	Lea Landreth	Corning	2014-17
High School	Lori Steimel	Pocahontas	2015-18
High School	Arin Parks	Westside Cons.	2014-17
Administrators:			
Elementary	Lana Doyle	Hillcrest	2014-17
Elementary	Karla Blackwood	Paragould	2014-17
Middle/Jr. High	Kristi Metzger	Jackson County	2015-18
High School	Cindy Dauck	Maynard	2013-16
High School	Marty Moore	Sloan-Hendrix	2014-17

Representing Paragould High School is Sara Dickey and representing Greene County Tech elementary schools is Robin Yates. Dr. Rosemary Weaver is serving as the district representative from Pocahontas. Jenny Petty represents Crowley's Ridge Academy and we also invite representatives from St. Mary's and St. Paul.

Northeast Arkansas Education Cooperative

DATE: June 1, 2016



Program Summaries....

PROGRAM: Arkansas Better Chance Preschool

FUNDING SOURCE: State

COMPETITIVE GRANT: Yes ☒ No

RESTRICTED ☒ NON-RESTRICTED ☐

PARTICIPATING DISTRICTS:

Corning, Hillcrest, Lawrence County, Maynard, Piggott, Sloan-Hendrix

PERSONNEL:

Gregg Cooper	ABC Supervisor	MSE in Education Administration
Bonnie Cain	ABC Assist. Supervisor	BSE in Early Childhood

GOAL:

The Northeast Arkansas Education Cooperative Early Childhood ABC programs will ensure that all Arkansas children and families that we serve have access to a safe, high-quality, developmentally appropriate environment by educating and assisting parents and communities to prepare our children for future success.

PROGRAM SUMMARY:

The Northeast Arkansas Education Cooperative ABC programs served 252 children in sixteen classrooms located on six campuses. Each preschool classroom has a licensed Early Childhood teacher and one teaching assistant that has completed an Associate's Degree, has CDA certification or is working toward certification. All programs have met Quality Approval Child-Care standards. Strong parental and community involvement are key elements in the ABC program, and each site has a Parent Advisory Council. Collaboration with the school districts, parents, and community is important in receiving in-kind donations to the ABC programs.

MAJOR HIGHLIGHTS OF THE YEAR:

*Over 300 Christmas bags were delivered to students in the ABC programs filled with books, supplies, and toys. *Each classroom host special events throughout the year for grandparents, moms, and dads. *Most of the preschool sites end their year with an outdoor day. On that day, the children enjoy popcorn, sno-cones, cotton candy, bounce houses, and more.

PROGRAM: APPEL (formerly Non-Traditional Licensure)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes **X** No

RESTRICTED **X NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Northeast Arkansas Region Wide

PERSONNEL:

Name	Position	Degree
Janice Edington	Facilitator/Instructor	MSE
J.M. Edington III	Facilitator/Instructor	EDS
Various Instructors		

GOAL:

To provide a local training site for teachers in the Non-Traditional Licensure program for our local districts.

PROGRAM SUMMARY:

For the school year 2015-2016, APPEL 1 had 21 participants, APPEL 2 had 17 participants. Many of our cooperative schools employed APPEL teachers.

MAJOR HIGHLIGHTS OF THE YEAR:

Participants becoming successful teachers for the students of Arkansas.

PROGRAM: ADE/APSCN Student Applications Field Analyst

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X NON-RESTRICTED ___**

PARTICIPATING DISTRICTS:

Corning, Green County Tech, Hillcrest, Hoxie, Jackson County, Lawrence County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan-Hendrix, Westside Consolidated, and Northeast Arkansas Education Cooperative

PERSONNEL:

Peggy Duff	APSCN Student Field Analyst	Associate of Arts
Joe Rapert	Cognos	BSE Elementary/MSE Secondary Counseling

GOAL:

To provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide guidelines.

PROGRAM SUMMARY:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGard Pentamotion student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover.

MAJOR HIGHLIGHTS OF THE YEAR:

State Reporting Training

PROGRAM: Behavior Support Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Corning, Green Co. Tech, Hillcrest, Hoxie, Jackson Co., Lawrence Co., Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan Hendrix, Westside Cons.

PERSONNEL:

Amanda Kirby, Behavior Support Specialist, Undergraduate: ECH with an emphasis in Special Education, Graduate: Educational Leadership

GOAL: To develop capacity within the local districts in the areas of special education to include behavior intervention.

PROGRAM SUMMARY: The Behavioral Support Specialist (BSS) works with teachers to address specific behaviors of students served in special education. This includes: assessing students with Autism and providing programs, assisting with functional behavior assessments and assisting in the development of behavior plans, attending IEP meetings, and provide professional development.

MAJOR HIGHLIGHTS OF THE YEAR:

- Professional Development offered
 - Professional Crisis Management Recertification
 - Functional Behavior Assessment and Behavior Intervention Plans

PROGRAM: Career and Technical Education

FUNDING SOURCE: State and Federal

COMPETITIVE GRANT: Yes ___ No x___

RESTRICTED x **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS: Corning, Hoxie, Lawrence County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan-Hendrix

PERSONNEL: Rhonda Fowler, Career and Technical Education Coordinator, B.S. in Business Administration, M.S.E. Educational Leadership

GOAL: The Career and Technical Education office's goal is to provide quality support and service to the CTE teachers, administrators, and CTE programs of study.

PROGRAM SUMMARY: The Career and Technical Education office is responsible for providing supporting resources to enable public schools to initiate and maintain quality Career and Technical Education programs in accordance with the Arkansas Department of Career Education's Strategic Plan, Goals, and Objectives. The Coordinator encourages the development, implementation, and improvement of CTE programs for all districts in the cooperative service delivery area through the following job tasks:

- Data Collection and Reporting
- Evaluation of Programs
- Technical Assistance and Professional Development
- CTE Initiatives Support
- Carl D. Perkins Consortium Administration and Assistance
- Representation of the educational cooperative at local, state, and national events and activities, as well as all meetings called by the Department of Career Education

MAJOR HIGHLIGHTS OF THE YEAR:

- Provided professional development in various skill attainment and performance indicator areas.
- Provided assistance for new programs of study in:
 - Hoxie, Jobs for Arkansas Graduates
 - Paragould, Criminal Justice
 - Piggott, Jobs for Arkansas Graduates

- Rector, Child Care Guidance, Management and Services
 - Maynard, Health Science and Technology
 - Sloan-Hendrix, Criminal Justice
- Completers
 - 707 different completions in 21 programs of study with 438 students completing
- Consortium targets met on performance indicators in all areas except Non-Traditional Completion (14-15 data).
- The Perkins budget for 2015-2016 was \$163,605 providing professional development, equipment, instructional materials, and other needed assistance for CTE programs.
- Implemented the 2nd annual Regional Advisory Council meeting in November to prepare teacher to best advise their students on preparing to work.
- Hosted Dr. Temple Grandin in May for Agriculture students and teachers.

PROGRAM: Early Childhood Special Education

FUNDING SOURCE: Federal

COMPETITIVE GRANT: Yes No **X**

RESTRICTED X NON-RESTRICTED __

PARTICIPATING DISTRICTS:

Corning, Hillcrest, Hoxie, Jackson County, Lawrence County, Marmaduke, Maynard, Piggott, Rector, Sloan-Hendrix, Westside Consolidated

PERSONNEL:

Mandy Durham	Early Childhood Coordinator	MSE in Special Education Instruction Spec
Diane Coleman	Medicaid Clerk	BS in Office Administration

GOAL:

The Northeast Arkansas Education Cooperative Early Childhood Special Education program will provide speech/language services, developmental therapy, contracted services such as occupational therapy and physical therapy and any necessary referrals to meet the needs of children with disabilities, ages three to five, within our Coop districts.

PROGRAM SUMMARY:

The Early Childhood Special Education program serves children in 5 Head Start locations, and 20 private daycare centers, as well as all of the ABC classrooms that are located on the 11 school campuses. The program initiated and continues to cooperate with the Northeast Arkansas Interagency Coordinating Council (ICC). The ICC has established a collaborative relationship among twenty-five agencies that serve the preschool and school age special education population in our area.

December 1 Count: Jackson County-12; Sloan Hendrix-21; Hillcrest-15; Hoxie-24; Lawrence County-33; Marmaduke-9; Maynard-7; Corning-18; Piggott-19; Rector-12; Westside-28

MAJOR HIGHLIGHTS OF THE YEAR:

*The staff has met the needs of several challenges due to the different realm of disabilities and ethnic diversities that have entered our service population. *Our staff gives development/speech screenings and hearing/vision screenings. *Our program also provides summer services.

PROGRAM: Gifted Education

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No x___

RESTRICTED x **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Corning, Jackson County, Paragould, Sloan Hendrix, Greene County Tech, Lawrence County, Piggott, Hillcrest, Marmaduke, Pocahontas, Hoxie, Maynard, Rector, Westside Consolidated

PERSONNEL:

Gail Burns, , Master's Degree in Gifted Education

GOAL:

The goal of the Northeast Arkansas Education Cooperative's Gifted and Talented Program is to assist member districts in coordinating, implementing, evaluating and improving local programs for gifted and talented youth. This goal is pursued through two primary objectives: (1) to develop and implement the Co-op's technical assistance activities in gifted education and to assist member districts to meet the standards for gifted and talented education; and (2) to provide a liaison with the office of Gifted and Talented Education, ADE, parent and professional organizations, and other public and private agencies and conduct public awareness and advocacy programs.

PROGRAM SUMMARY:

During the 2015-16 school year a broad range of services were provided that incorporated the five strands: on-site consultation and technical assistance; curriculum materials and resources; in-service and staff development ; K-12 student activities; and professional development activities. Specific needs of school district G/T Coordinators, Facilitators and students were addressed through the following activities and /or presentations: Project Fair for students in grades K – 12; Chess tournaments for students in grades 3-12; a creative writing project called the Story Store for students in grades 3-6; a Business Expo for students in grades 5-8; Quiz bowl competition for students in grades 3- 12; Odyssey of the Mind competition for students in grades K – 12; Giant Puppet Professional Troupe in grades K-8; and Visual Art Show for K-12.

Staff development opportunities included: Curriculum Writing; Differentiation; along with on-going work on our GT Frameworks. The GT Specialist met monthly and communicated weekly with the ADE and other GT Specialists to gather and exchange information on current trends, practices and programs in Gifted Education. This information was then shared with all district GT Coordinators.

Special roles and responsibilities assumed by the GT specialist include : Active member of Arkansans For Gifted and Talented Education (AGATE) ; active member of Arkansas Association of Gifted Education Administrators (AAGEA) ; Speaker for County Extension Groups, and attended Student Leadership Trainer of Trainers in Talents Unlimited.

MAJOR HIGHLIGHTS OF THE YEAR

- Monitored school districts were in complete compliance with state rules and regulations for Gifted /Talented Education
- Conducted (3) Pre- AP Trainings for schools in our region in the Fall, 2015
- Conducted school visits to all districts to discuss specific needs
- Established and maintained a positive relationship with district directors and administrators

PROGRAM: NEA Education Cooperative HIPPY

FUNDING SOURCE: Arkansas Better Chance for School Success

COMPETITIVE GRANT: Yes **X** No

RESTRICTED **X NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Cave City, Corning, Highland, Hillcrest, Hoxie, Marmaduke, Maynard, Piggott, Pocahontas, Rector, Sloan Hendrix, Lawrence County

PERSONNEL:

Kathaleen Miller, HIPPY Coordinator, BA Degree
Cheryl Gookin, HIPPY Home-based Educator, CDA Certificate
Taryn Kendrick, HIPPY Home-based Educator, BA Degree
Mindy McGinnis, HIPPY Home-based Educator, CDA Certificate
Lyna Meeks, HIPPY Home-based Educator, CDA Certificate
Tammy Montgomery, HIPPY Home-based Educator, CDA Certificate
Sharon Swift, HIPPY Home-based Educator, CDA Certificate
Leslie Woodard, HIPPY Home-based Educator, AA Degree

GOAL:

HIPPY's goal is to assist parents in laying a foundation for future school success for possibly at-risk preschool children in preparation for kindergarten and encourage continued parental involvement in their child's education, as well as assist parents in accessing needed community support and assistance programs.

PROGRAM SUMMARY:

HIPPY provides age-appropriate educational material and weekly support through home-based educator visits to parents of three- and four-year-old preschool children, giving the parents the opportunity and tools for early involvement in their child's education. Monthly parent meetings also encourage socialization and community collaboration and involvement. Developmental screenings and referrals offered through our program help identify children who need early intervention for developmental and language deficiencies.

MAJOR HIGHLIGHTS OF THE YEAR:

- The NEA Education Cooperative HIPPY program served 136 families this year including 144 children. Some families include: single or divorced parents who are trying to raise children on their own, foster parents, grandparents who are starting parenting again with grandchildren, and a Spanish-speaking mother who is learning English as she converses with the home-based educator and completes HIPPY lessons with her child.
- A highlight for the 2015-16 year included the HIPPY Coordinator, Kathaleen Miller, presenting at the Arkansas Home Visiting Network State Conference in August on the topic "Beating Parent Meeting Blues." As a result of that presentation, she was invited to present at the Arkansas Early Childhood Association state conference in Hot Springs in October.

- HIPPY was contacted again this year by several rural libraries in our service area to provide programs during the children's summer reading initiative. In addition to supporting the communities we serve, this also serves as a recruitment tool for HIPPY.
- The HIPPY Coordinator serves on the regional "Collaborating for School Readiness" committee with representatives from HIPPY, ABC Preschools, Public Schools, and Head Start.
- A reading activity is conducted from February through March where parents read daily to their child and keep a reading log. Cat-In-The-Hat is a guest at the March parent meeting to reward participants with a free book, and overall readers for each home-based educator are rewarded with several books.
- Other monthly parent meetings have included: Fall field trips to a petting zoo and Pumpkin Hollow; healthy meal ideas for families with hands-on cooking; a Winter celebration; literacy specialists from the school districts demonstrating to parents effective reading techniques and highlighting the importance of reading to young children; and April's parent meeting which always includes a kindergarten teacher as a guest speaker to inform parents of the school's expectations as well as what parents can do to make the educational experience optimal.

PROGRAM: K-12 Literacy Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Corning, Jackson County, Paragould, Sloan-Hendrix, Green County Tech., Lawrence County, Piggott, Hillcrest, Marmaduke, Pocahontas, Hoxie, Maynard, Rector, Westside

PERSONNEL:

Glenda Causbie: K-12 Literacy Specialist, BSE Elementary Education, SE P-12 Building Administration

Sharon Gates: K-12 Literacy Specialist, BSE Elementary Education (1-6), MSE Reading P-12, MSE Special Education P-12

Lana Jean: K-12 Literacy Specialist, BSE Elementary Education K-12, MSE Reading P-12

GOAL:

To enhance teacher awareness and implementation of current best practices through high quality professional development. To meet the needs of students through integrated assessment and responsive instruction. To ensure that all students are meeting the state and national standards in literacy.

PROGRAM SUMMARY:

Early Literacy Learning in Arkansas (ELLA) is a two-year professional development program designed to assist teachers in K-1 in implementing a comprehensive literacy classroom.

Effective Literacy (ELF) is a two-year professional development program for teachers of grades 2-4 designed to aid in the implementation of a balanced literacy approach in regards to instruction, assessment, and intervention.

K-1 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System is designed specifically for K-1 educators. This training identifies the critical components of a comprehensive literacy system, focuses on the unique instructional needs of the K-1 learner as related to literacy acquisition, explores setting the context for learning through instructional approaches that meet the needs of the learner, and provides the purposes and types of literacy assessments that when used appropriately will guide instructional decisions.

Grades K-1 Implementing a Comprehensive Literacy Framework - Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction is designed specifically for K-1 educators. This training focuses on instructional approaches aimed at exploring the sound, pattern, and meaning relationships among words in order to develop children's phonological awareness, decoding, spelling, and vocabulary. Students are guided towards making discoveries

about how words work and generalizing their understandings in order to read, spell, and write more efficiently.

Grades K-1 Oral Language is designed specifically for grades K-1 educators. This training focuses on how vocabulary and oral language develops in young children as well as instructional approaches that engage children in vocabulary and oral language capabilities.

Grades K-1 Shared Reading is designed specifically for grades K-1 educators. This training focuses on teacher instruction that will help students to develop concepts of print, vocabulary, oral language, word recognition, fluency, and comprehension strategies through repeated readings of shared texts. Educators will be guided through the process of planning explicit instruction that will allow students to construct meaning while actively engaged in shared reading texts.

Grades 2-3 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System is designed specifically for grades 2-3 educators. This training identifies the critical components of a comprehensive literacy system, focuses on the unique instructional needs of the learner as related to literacy acquisition, explores setting the context for learning through instructional approaches that meet the needs of the learner, and provides the purposes and types of literacy assessments that when used appropriately will guide instructional decisions.

Grades 2-3 Implementing a Comprehensive Literacy Framework - Word Study: Phonics, Spelling, and Vocabulary Instruction is designed specifically for grades 2-3 educators, this module focuses on a systematic, engaging approach aimed at exploring the sound, pattern, and meaning relationships among words. Students are guided towards making discoveries about how words work and generalizing their understandings in order to read, spell and write more efficiently.

Grades 4-5 Overview of a Comprehensive Literacy Framework and Literacy Assessment System is designed specifically for grades 4-5 educators. This training identifies the critical components of a comprehensive literacy system, focuses on the unique instructional needs of the learner as related to literacy acquisition, explores setting the context for learning through instructional approaches that meet the needs of the learner, and provides the purposes and types of literacy assessments that when used appropriately will guide instructional decisions.

Grades 4-5 Word Study: Phonics, Spelling, and Vocabulary Instruction is designed specifically for grades 4-5 educators. This training focuses on a systematic, engaging approach aimed at exploring the sound, pattern, and meaning relationships among words. At this stage many of the words are related and derive from the same Greek or Latin root. Students are guided towards making discoveries about how words work and generalizing their understandings in order to read, spell, and write more efficiently.

Grades 4-5 Reading Instruction is designed specifically for grades 4-5 educators. This training focuses on research-based reading instruction for whole group and small group to move students to independence. At their grade level, students must engage in close, analytic reading. Therefore, an emphasis in this professional development has been placed on implementing close reading

instruction. This includes strategies needed for comprehending and responding to complex texts across multiple genres, and of sufficient complexity in both whole group and small group instruction. These strategies will continue to lead students along the path to becoming college and career ready.

Informative/Explanatory Writing (K-2) is designed specifically for grades 2-3 educators. This training focuses on three types of writing: argument, informational/explanatory, and narrative. Informative/explanatory writing conveys information accurately to increase a reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Informative/Explanatory Writing (3-5) is designed specifically for grades 3-5 educators. This training focuses on three types of writing: argument, informational/explanatory, and narrative. Informational/explanatory writing conveys information accurately. This professional development opportunity provides grade-appropriate learning strategies to enable students to write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content from texts.

Short and Sustained Research (K-5) is designed specifically for grades K-5 educators. This training emphasizes students' engagement in both short and extended research in order to gain deeper understanding about topics they are investigating. Students will synthesize information from a number of sources and present the information in a variety of formats.

Vocabulary (K-3) is designed specifically for grades K-3 educators. This training stresses the acquisition of rich and flexible word knowledge. Vocabulary instruction should provide students with instruction about the connections and patterns in language, including word parts, word origins, and word relationships. Research suggests that if students are to truly know a word, they will need multiple exposures across contexts and make connections to their own experiences.

Reading Recovery® is a short-term intervention of one-to-one tutoring for low-achieving first graders. Reading Recovery® professional development begins with an academic year of graduate-level study and continues in subsequent years through continuing contact with the Reading Recovery teacher leader. With the support of the teacher leader, Reading Recovery teachers develop observational skills and a repertoire of intervention procedures tailored to meet the individual needs of at-risk students. The specially trained Reading Recovery teachers provide students with a half-hour lesson each school day for 12 to 20 weeks. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

Text Dependent Questions (6-12) The CCSS emphasize student's ability to ask and answer text-dependent questions. Incorporating high-quality text-dependent questions into instruction is a critical step for educators and their students in the shift toward reading, writing, listening and speaking grounded in textual evidence. The information contained in this module is important for ELA/Literacy instructors, as well as social studies and science teachers. Text-dependent questions should always guide students back to the text to gain deeper understanding of what the text says and how the text conveys its message.

Text Complexity (6-12) One of the key requirements of the CCSS for Reading is that all students must be able to read and comprehend texts of steadily increasing complexity as they progress through school (Appendix A, p. 2). This professional development opportunity focuses on a three-part model that combines qualitative and quantitative measures of text complexity with reader and task considerations. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of a text.

Argumentative Writing (6-8 & 9-12) The CCSS document places particular emphasis on student's ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. This professional development opportunity addresses strategies the writer uses to craft a convincing logical argument to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.

Short and Sustained Research (6-12) The CCSS document emphasises student's engagement in both short and sustained extended research in order to gain deeper understanding about the topics they are investigating. 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.

Close Reading (6-12) The 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. However, a close reading does not stop there; it embraces larger themes and ideas evoked and/or implied by the passage itself. This professional development opportunity provides strategies that will enable participants to design instruction that promotes close reading behaviors.

Implementing a Comprehensive Literacy Framework-Overview of a Comprehensive Literacy Framework and Literacy Assessment System (Module 1) (6-8) Designed specifically for grade 6-8 educators, this module identifies the critical components of a comprehensive literacy system, focuses on the unique instructional needs of the learner as related to literacy acquisition, explores setting the context for learning through instructional approaches that meet the needs of the learner, and provides the purposes and types of literacy assessments that, when used appropriately, will guide instructional decisions.

Implementing a Comprehensive Literacy Framework- Word Study: Orthography, Morphology, and Vocabulary Instruction (Module 2) (6-8) Designed specifically for Grades 6-8 ELA educators, this module focuses on a systematic, engaging approach aimed at developing learners' understandings of how words work and developing vocabulary knowledge through speaking, reading, and writing. Students are guided towards making discoveries about word relationships and generalizing their understandings in order to read, spell, and write more efficiently.

Implementing a Comprehensive Literacy Framework- Reading and Writing Informational Text (Module 3) (6-8) Designed specifically for Grades 6-8 ELA educators, this module contains reading and writing strategies to assist ELA teachers with helping students to access informational texts and develop informative writing. Participants will use the inquiry method to make connections between the texts they are reading and purposes for writing. The two-day module will provide teachers with a model lesson to use with students.

Disciplinary Literacy in Science (4-5 & 6-8) Designed for science teachers, this professional development opportunity focuses on evidence-based strategies and techniques to support building discipline-specific reading, writing, and research skills in the science classroom. Participants will 1) examine the effectiveness of literacy strategies and techniques in a science classroom, 2) establish connections among NGSS, CCSS, and TESS, and 3) create instructional plans that include literacy techniques that support student learning of science.

Disciplinary Literacy in Social Studies/History: “What’s the Story, and Who or What’s Responsible?” (5-12) Historical thinking skills drive this professional development. Designed for social studies/history teachers, this professional learning opportunity offers a model of and practice for teaching historical thinking skills through inquiry-based lessons. Inquiries based on the revised ADE curriculum frameworks and C3 Framework are examined as participants analyze primary and secondary sources. Participants interact with the Inquiry Design Model (IDM) which is aligned to the U.S. History Since 1890 course; historical thinking skills, analysis of primary and secondary sources are applicable to all grades.

Literacy Design Collaborative (LDC) offers a fresh approach to incorporating literacy into the middle and high school content areas. During the year-long training, teachers learn to design and teach three modules (each lasting 2-4 weeks) that embed language arts and research-based teaching strategies into their content area. The goals of LDC are to engage students in reading, comprehending, analyzing, interpreting, and responding to complex texts, to align assignments to the CCSS and to promote collaboration, to aid teachers in personalizing the learning so that every student can master the CCSS, and to ensure that all students can be college and career ready.

MAJOR HIGHLIGHTS OF THE YEAR:

Supported schools in the crafting and teaching of LDC modules through training at the co-op and on-site visits to schools;

- Supported first-year high school English teacher through model teaching;
- Supported “focus” school by delivering targeted professional development to meet the needs of high school and elementary teachers;
- Supported “focus” school in implementing teaching strategies through on-site visits;
- Provided on-site support for a school transitioning to block scheduling;
- Developed an LDC Module and taught and it to 7th graders in a “focus” school;
- Provided on-site school support for implementing RTI;

- Supported Instructional Facilitators through monthly meetings, providing updates on topics such as ACT/Aspire updates, Dyslexia trainings, available interim assessment programs, etc.;
- Supported schools in using technology to meet the CCSS; research-based best practices, and formative and summative assessments;
- Supported individual beginning teachers in lesson planning, teaching strategies, and classroom management;
- Supported certified Reading Recovery/Literacy Interventionist through on site-visits;
- Supported schools by offering Reading Recovery training through face-to-face and distant learning (zoom.us technology);
- Supported schools by providing school-based decision making training and other information to district dyslexia contacts (3 days throughout year).

PROGRAM: K-12 Math Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Corning, Green Co. Tech, Hillcrest, Hoxie, Jackson Co., Lawrence Co., Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan Hendrix, Westside Cons.

PERSONNEL:

Jim McMullen Math Specialist MSE

GOAL: To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, parents, SPED, and Title 1 math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

PROGRAM SUMMARY: Northeast Arkansas Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum.

Professional learning opportunities offered in 2015-2016 include:

- CGI Year 1 Days 1-7
- CGI Year 2 Days 1-6
- CGI Year 3 Days 1-7
- ECM Year 1 Days 1-7
- Mathematics Design Collaborative Training Days 1-6
- Model Drawing Strategies PD
- High School Unit Building Session
- Proof and Proving in High School Geometry PD
- Integer Concepts PD
- Activities for the Algebra Classroom PD
- Activities for the Advanced Math Classroom PD
- 6 MDC Site Visits to 1 NEA School
- TESS Law and Process Training
- Using the TI-84+ Family of Calculators
- Technical Visits to 5 of our Schools

PROGRAM: Media Center

FUNDING SOURCE: Northeast Arkansas Cooperative Districts

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Corning, Green Co. Tech, Hillcrest, Hoxie, Jackson Co., Lawrence Co., Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan Hendrix, Westside Cons.

PERSONNEL:

Angelia Carlton	Teacher Center Coordinator	MSE
Kim Bounds	Media Director	AA

GOAL:

Our goal is to further the education of all students in each member school district by providing, through an effective delivery system, a broad base of educational materials, as requested by teachers, administrators and staff.

PROGRAM SUMMARY:

The Co-Op Media Center is a resource library made up of 6800 items. Our on-line catalog is readily available to educators; patrons can order on-line or call and request items. Media deliveries are made three days, every other week, during the school year. We deliver to 50 buildings of 15 school districts and 2 private schools, plus 2 local colleges upon request. Besides videos of different subject areas, there are also science kits, human torso and body-part models, math materials, special education materials, staff development videos and curriculum, 39 CPR manikins, six Baby-Think-It-Over dolls, numerous anti-drug-and-tobacco education items, professional film-making and editing equipment, a Louisiana Purchase kit and a 1950's history trunk available for check-out and use in the classroom. Deliveries made by the Media Center greatly decrease postage costs for the departments within the Co-op, as well as for various educational and state agencies.

MAJOR HIGHLIGHTS OF THE YEAR:

- Copied 12 Distance Learning workshops
- Copied 243 home videos for customers
- Delivered 1,987 Media items were to participating member schools
- Delivered 13,631 items from Make-N-Take
- Delivered 9,156 items from additional education sources
- Attended the fall and spring librarians' meeting, assisting with information and scheduling
- Coordinated the purchase of book repair materials, saving member schools which participated in the order, over \$220
- Partnered with the state Attorney General's office, Harding University and Arkansas State University, among others, in the delivery of educational materials to students and educators

PROGRAM: MSP Integrated Mathematics/Science Grades 3 – 5

FUNDING SOURCE: Arkansas Department of Education - COMPETITIVE GRANT

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Corning, Greene County Tech, Hillcrest, Hoxie, Jackson County, Lawrence County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Sloan-Hendrix, Westside, St.Paul, Crowley's Ridge Academy

PERSONNEL:

Name	Position	Degree
Angelia M. Carlton	Project Director	MSE
Dr. Allen Henderson	Instructor	Ph.D
Dr. Keith Schram	Instructor	Ph.D
Dr. Ron Smith	Instructor	Ph.D

GOAL:

Forty-one (41) 3rd-5th grade math and science teachers in the 13 Northeast Arkansas member school districts and two private schools will deepen their content knowledge of Arkansas Mathematics Common Core Standards and Next Generation Science Standards, using integrated lessons, technology tools, and project learning activities into their classroom instruction over a three-year period.

PROGRAM SUMMARY:

The Northeast Education Service Cooperative, Harding University and fourteen public and two private high-need school districts have established an MSP third, fourth and fifth Grade Integrated Mathematics/Science Initiative. This three-year project (2013-2016) has been designed to address the classroom teachers' needs to teach both math and science in a manner that motivates young children and meets the Arkansas Common Core Standards and the new Next Generation Science Standards.

Forty-one third, fourth, and fifth grade math and science teachers in the Northeast Arkansas member school districts will deepen their content knowledge of Arkansas Mathematics Common Core Standards and Next Generation Science Standards, using integrated lessons, technology tools and project learning activities into their classroom instruction over a three year period.

MAJOR HIGHLIGHTS OF THE YEAR:

The training of 41 participants in both whole group and grade-level groups in the integration of Common Core State Math and Next Generation Science progressions to help participants have a greater understanding of both sets of standards and of the content for their classroom teaching. The long-term objective of this project will result in the development of interactive, technology-based, hands-on and project learning lesson plans and lessons which can be integratively taught at the third, fourth, and fifth grade levels.

PROGRAM: MSP K-4 Science Initiative

FUNDING SOURCE: Arkansas Department of Education - COMPETITIVE GRANT

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Corning, Greene County Tech, Hillcrest, Hoxie, Jackson County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan-Hendrix, Westside Consolidated, St.Paul, Crowley's Ridge Academy

PERSONNEL:

Name	Position	Degree
Angelia M. Carlton	Project Director	MSE
Dr. Allen Henderson	Instructor	Ph.D
Dr. James Johnson	Instructor	Ph.D
Heather Hollandsworth	Instructor	M.S.E

GOAL:

Forty-four (44) K-4th grade science teachers in the 14 Northeast Arkansas member school districts and two private schools will deepen their content knowledge of Arkansas K-4 Science Standards, using integrated lessons, technology tools, and project learning activities into their classroom instruction over a three-year period.

PROGRAM SUMMARY:

The Northeast Education Service Cooperative, Harding University and thirteen public and two private high-need school districts have established an MSP K-4 Science Initiative. This three-year project (2015-2018) has been designed to address the classroom teachers' needs to implement and teach the new three dimensional science standards using science phenomena in their instruction.

Forty-four K-4th grade science teachers in the Northeast Arkansas member school districts will deepen their content knowledge of science to apply the cross cutting concepts, using integrated lessons, technology tools and project learning activities into their classroom instruction over a three year period.

MAJOR HIGHLIGHTS OF THE YEAR:

The training of 44 participants in both whole group and grade-level groups will engage in phenomena-based performance to help participants have a greater understanding of standards and of the content for their classroom teaching. The long-term objective of this project will result in the development of phenomena-based lessons, that use the three dimensions of the standards, which can be taught at the K-4 levels.

PROGRAM: Novice Teacher Mentoring Program

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes____ No **X**

RESTRICTED FUNDING **X** **NONRESTRICTED FUNDING** _____

PARTICIPATING DISTRICTS:

PERSONNEL:

Angelia Carlton Teacher Center Coordinator, MSE

PROGRAM SUMMARY:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an update training.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program. Northeast Arkansas Education Cooperative provided 3 sessions in the Novice Teacher Mentor Program.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

PROGRAM: School Psychology Specialist

FUNDING SOURCE: Local School Districts

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Marmaduke, Lawrence County School District, Jackson County School District, Hillcrest, Maynard, Piggott, Rector, Corning

PERSONNEL:

Ashley Bateman, School Psychology Specialist, Ed.S.
Lori Pruitt, School Psychology Specialist, Ed.S.

GOAL:

The goal of the School Psychology Specialist is to help children and youth succeed academically, socially, and emotionally. To collaborate with educators, parents, and other professionals in order to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school.

PROGRAM SUMMARY:

The School Psychology Specialist works with students individually and in groups, helps develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, work with students with disabilities or with special talents, and helps with preventing and managing crisis. In addition, the School Psychology Specialist can perform the following services: assessment, consultation, intervention, and prevention.

MAJOR HIGHLIGHTS OF THE YEAR:

Total Evaluations - 255
Special Education Conferences Attended – 100
Trainings:
Special Education Issues
Evaluation Procedures

PROGRAM: School Health Services

FUNDING SOURCE: Arkansas Master Tobacco Settlement

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Corning, Green Co. Tech, Hillcrest, Hoxie, Jackson Co., Lawrence Co., Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan Hendrix, Westside Cons.

PERSONNEL:

Karen Davis, Community Health Nurse Specialist, RN

GOAL:

To provide area schools with assistance and resources that will improve student health.

PROGRAM SUMMARY:

Provide technical assistance to area schools to: Adopt tobacco-free policies and implement best practices for tobacco prevention and cessation. Adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School Health and emerging public health issues. Establish school wellness committees and fulfill state and federal mandates. Provide Education and Training to certify schools nurses to conduct mandated health screenings. Provide school nurses with professional continued education related to school health. Inform schools and communities of school health resources, available trainings and grant opportunities. Identify and evaluate training needs of school personnel and provide school health trainings to school personnel and community members.

Major Highlights of the Year:

- 22 School Flu and Tdap Clinics,
- 2 CPR Instructors class for 8 new instructors,
- CPR and First Aide classes to school districts
- Health Ed Programs including Tobacco Prevention and Cessation Programs
 - 10 school district
 - Daycares
 - Communities
- PD and CEU education for school nurses and staff.

PROGRAM: K – 12 Science Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS: Corning, Jackson Co., Paragould, Sloan Hendrix, Greene Co. Tech, Lawrence Co., Piggott, Hillcrest, Marmaduke, Pocahontas, Hoxie, Maynard, Rector, Westside Consolidated

PERSONNEL: Saundra Lamberson, Science Specialist, BS Zoology, BSE Secondary Science, MS Library Media

GOAL: The goal of the Science Specialist is to provide ongoing support for adult learning in best practices. This support includes raising awareness of new standards and frameworks and providing implementation tools and techniques to achieve success.

PROGRAM SUMMARY: The office of the Science Specialist supports schools, teachers, and administrators by providing quality professional learning opportunities, and ongoing site based support in instruction, leadership, and best practices. Instructional support such as Literacy Design Collaborative, The Framework for K-12 Science Education, technology implementation strategies, and lesson planning were introduced onsite, while incorporating Common Core State Standards and supporting the Teacher Excellence Support System. Awareness of the Arkansas K-12 Science Standards was increased through onsite as well as delivery of implementation strategies given at the specialist's site. State mandated science PD implemented during the summer of 2015, was delivered at Paragould Primary and Middle Schools, during the school year, with over fourteen days of school site instruction. A K-12 Science Cadre group comprised of over 25 participants was formed to ensure a clear understanding of shifts and expectations of the new science standards. This Cadre group met three times within the school year and each meeting was followed up with onsite observations for implementation of the new shifts. Common Core State Standards implementation is being supported with Literacy Design Collaborative, a module/unit designing program implemented within two of our school districts this school year. CCSS implementation was also supported with almost twenty days spent at Maynard High School observing implementation of instructional strategies. Science content was addressed through the Picture Perfect Science series that is directed toward K-6 students while addressing Literacy Standards, Science Standards, science inquiry, and the 5-E Model of instruction. Professional learning opportunities for science focused on planning for and transitioning to the new Arkansas K-12 Science Standards. Each of these programs (LDC, and Picture Book Science) allows collaboration with peers within a district, but from various subjects and grade levels. The new science standards will be also addressed with regional conference style professional development sessions that will provide participants the opportunity to attend grade level instruction and modeling. These sessions will address K-4, 5-8, and 9-12 implementation of the new standards.

MAJOR HIGHLIGHTS OF THE YEAR:

- Arkansas K-12 Science Standards
- Literacy Design Collaborative
- CCSS Implementation

- TESS
- ACT Aspire Assessment/Technology/Rigor
- High Yield/Instructional Strategies
- Lesson Planning/Classroom Management
- Picture Perfect Science
- K-12 Science Frameworks
- Science Fair
- RTI
- BloomBoard
- Science Notebooking

PROGRAM: Special Education

FUNDING SOURCE: State and Local School Districts

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Corning, Hillcrest, Lawrence Co., Piggott, and Sloan Hendrix,

PERSONNEL:

Name	Position	Degree
Nedra Nichols	LEA Special Education Supervisor	Masters (plus)

GOAL:

The goal of the special education supervisor is to provide assistance to member districts in implementing state and federal requirements assuring that students with disabilities receive a free, appropriate education in the least restrictive environment.

PROGRAM SUMMARY:

The LEA Special Education Supervisor provides services to district administrators which include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in ""due process"", interagency resource advertisement, and preparation for Arkansas Department of Education monitoring and in-service programs. The Special Education Supervisor provides technical assistance necessary to ensure compliance for Free Appropriate Public Education for the disabled, conducts workshops, provides in-service programs, and provides consultant services to assist special education teachers in achieving and maintaining the highest standards.

MAJOR HIGHLIGHTS OF THE YEAR:

- Special Education Due Process/Monitoring (3 Self-Monitoring's this year: Corning, Piggott and Lawrence County)
- Paraprofessional Training (Provide the required components to all co-op districts)
- Budget Assistance with Bookkeepers: State/Local, Federal VI-B, Medicaid and ARMAC
- Reading and Checking Due Process Folders
- Secondary Transition Training
- Annual Review Due Process Issues
- Avoid Litigation in Special Education
- Transition Training
- Cycle Assistance with Records with District and Trainings
- Standards Based IEPs Training
- Tier I Training

- Ethics Training
- ACT Aspire Training
- Special Education New Due Process Forms Training
- Suicide Awareness and Prevention Training
- Special Education Law and Survival

PROGRAM: Teacher Center (Make-N-Take)

FUNDING SOURCE: General Co-op

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED ___ **NON-RESTRICTED** X

PARTICIPATING DISTRICTS:

Corning, Greene Co., Hillcrest, Hoxie, Jackson Co., Lawrence Co., Marmaduke, Maynard, Piggott, Pocahontas, Paragould, Rector, Sloan Hendrix, Westside Consolidated, Community and Colleges, Early Childhood, Daycares

PERSONNEL:

Linda Baker, Creative Materials Specialist, 2 yrs. College
Kim Bounds, part time assistant, AA

GOAL:

Our goal is to assist teachers in whatever they need by providing materials and offering support to help create an esthetic classroom environment as well as manipulatives to support curriculum implementation.

PROGRAM SUMMARY:

The N.E.A. Co-op Teacher Center (M.N.T.) provides teachers a unique service that affords hands-on training in producing teaching aids to help meet the individual student's needs. The center also helps by having materials readily available for teachers when they are needed. Additionally, individuals, groups, and clubs from surrounding communities have been served. Visitors from surrounding states have visited the center as well.

MAJOR HIGHLIGHTS OF THE YEAR:

*The Teacher Center has served just over 3000 users this year

*During the 2015-2016 year, Linda Baker represented the NEA Education Cooperative Make-N-Take by presenting a shading workshop at the Arkansas Home Visiting Network State Conference in Little Rock in August and the Arkansas Early Childhood Association State Conference in Hot Springs in October. Workshops were also provided in-house for the HIPPY program, home-school students, and ASU and Williams Baptist College Intro to Teaching classes.

PROGRAM: Teacher Center - Professional Development; Curriculum Development Assistance; Resources

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED ___ **NON-RESTRICTED** **X**

PARTICIPATING DISTRICTS:

Corning, Green County Tech, Hillcrest, Hoxie, Jackson County, Lawrence County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan-Hendrix, Westside Consolidated

PERSONNEL:

Angelia Carlton	Teacher Center Coordinator	MSE – Curriculum & Instruction, Administration
Mary Horton	Clerical, ESCWorks	ESCWorks authorized user

GOAL:

To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready. To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately. Another goal is to improve the learning of all students by providing resources to support adult learning and collaboration. To provide curriculum development assistance as schools transition from frameworks to Arkansas Standards. To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support.

PROGRAM SUMMARY:

PD opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of law regarding the required 60 hours of PD, as well as meeting the needs of schools based upon needs assessment survey results, SAI data, and CWT data from the 14 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets and ACSIP documents from the districts in planning PD to meet the major needs of the districts

MAJOR HIGHLIGHTS OF THE YEAR:

- *Common Core PD Opportunities
 - *Leader Excellence and Development System (LEADS)
 - *Teacher Day with Featured Speakers
 - Manny Scott – How to R.E.A.C.H. Youth Today
 - Dave Opalewski – Answering the Cry for Help
 - *Teacher Excellence Support System (TESS) Trainings
 - *Principal Sessions with support for TESS Assessment
 - *Summer Leadership Institutes
 - *School Board Member Training
 - *ACT-ASPIRE Opportunities
 - *Reengineering Education in The Classroom training
- A separate PD activities report is included.

PROGRAM: Technology Coordinator

FUNDING SOURCE: 2362 (Technology Coordinator)

COMPETITIVE GRANT: Yes X No

RESTRICTED X **NON-RESTRICTED**

PARTICIPATING DISTRICTS:

Corning, Greene County Tech, Hillcrest, Hoxie, Jackson County, Lawrence County, Marmaduke, Maynard, Paragould, Piggott, Pocahontas, Rector, Sloan-Hendrix, Westside Consolidated (Craighead County)

PERSONNEL:

Bruce Watson, Technology Coordinator, Computer Science (BS)

GOAL:

To participate in meetings, workshops and seminars for the purpose of conveying and/or gathering information pertinent to NEAEC member school districts; acting, in part, as a liaison between member districts and the Arkansas Department of Education.

- To assist the member districts in implementation of network systems in their districts and assist them in linking with the Arkansas Public Schools Computer Network (APSCN).
- To assist NEAEC and districts in the evaluation of needs, planning and purchasing of equipment.
- To assist NEAEC administrators in creating and interpreting surveys as a part of their needs assessment process.
- To develop and maintain Listservs for our Co-op area and state entities.
- To support all technology grants acquired by NEAEC.
- To support NEAEC school districts in the process and implementation of the ACT & ACT Aspire Online Assessments.
- To promote Next Generation Learning by providing training and assistance to area educators in support of state initiatives.
- To support NEAEC school districts' blended and online classrooms in the areas of connectivity and pedagogies.

PROGRAM SUMMARY:

The competitive grant funded Technology Center Program is designed to promote the coordination of technology services to local school districts and provide relevant technology professional development for area educators and Northeast Arkansas Education Cooperative staff.

MAJOR HIGHLIGHTS OF THE YEAR:

- Assisted member school districts in the over-all process and implementation of the ACT & ACT Aspire Assessments, as well as, supported and evaluated Local Area Network (LAN) and device readiness unique to the ACT & ACT Aspire Assessments, and provided ACT Aspire Infrastructure Trial training for District Testing Coordinators and Counselors in preparation of the ACT Aspire Assessment.
- Provided ACT Aspire workdays for District Testing Coordinators and testing support staff in an effort to ensure district readiness for the ACT & ACT Aspire assessments.
- Inaugurated new dynamic NEAEC website: <http://nea.k12.ar.us>

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes_____ No__X__

RESTRICTED: X **NONRESTRICTED** ____

PARTICIPATING DISTRICTS: State wide

PERSONNEL:

Cathi Swan, Superintendent –State Coordinator of Digital Learning, BSE, MSE
Mike Lar, Virtual Arkansas Director of Operations, BS, MBA, ED.D, ABD
Junior Stormes, Director of Technology, BS
John Ashworth, Virtual Arkansas Director of Academics, BSE, MSE
Lisa Russell, Team Digital Member, BSE
Gerard Newsom, Team Digital Member, BA
Rachel Schell, Team Digital Member, BS, MS
Ashley Pruitt, State Coordinator Administrative Assistant, BA
Alex Munn, Central Office Administrative Assistant, BA

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online

teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- Presented at TICAL on the Future of Blended Learning
- Held statewide school consultations on the planning and implementation of Blended Learning
- Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed an Educational Cooperative Promotional Video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing/Promotional video for the Essentials of Computer Science and Computer Programing
- Presented at the 3rd Annual Data Conference

Northeast Arkansas Education Cooperative

DATE: June 1, 2016



Special Projects....

Program Name: CGI – Cognitively Guided Instruction
Competitive Grant Yes ☐ No ☒

Goals and Description:

Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years two and three of training builds upon the previous year's training—resulting in a true, long term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Program Name: Enhancing Education Through Technology Grant (TIE)

Competitive Grant Yes ☒ No ☐

Goals and Description: There are currently approximately 100 TIE Cadre members impacting over 70 districts across the state. Cadre The focus of cadre training is to support technology integration in curriculum. Training includes a focus on Common Core Standards, unit planning and tools teachers can use. Cadre members then share this knowledge in trainings offered at the co-ops. They have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators

Program Name: EtherScope

Competitive Grant Yes ☐ No ☒

Goals and Description: In an effort to assist schools in preparation for online Common Core State Standards testing in 2014-15, ADE awarded a grant to the Co-ops for the purchase of EtherScopes. There were eight EtherScopes purchased and each cooperative area partners with a “sister” cooperative to share an EtherScope. Our cooperative is to “sister” with Crowley's Ridge Cooperative. Our goal is to evaluate all of the schools in our cooperative to see if their networks are capable of connecting 1 to 1 computer to student for the CCSS testing. When we visit each school, we save reports from the EtherScope for evaluation purposes and inform the school technology coordinator of the findings.

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant Yes ☐ No ☒

Goals and Description: Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: ACT Aspire

Competitive Grant Yes - ____ No - X

Goals and Description:

Northeast Arkansas Education Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Northeast Arkansas Education Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Northeast Arkansas Education Cooperative

DATE: June 1, 2016



Professional Development Activities...

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
NEA - National Board Certification "Advancing the Quality of Teaching and Learning"			
247869 - Jun 2, 2015 8:30 am - 3:30 pm	6.00	4	6
Building a Collaborative Learning Community, Instructional Strategies, Systemic Change Process			
1 Westside Consolidated School District - State-Required Training			
252071 - Jun 2, 2015 8:00 am - 3:30 pm	6.00	3	73
NEA - Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning			
244747 - Jun 3, 4, 2015 8:30 am - 3:30 pm	12.00	8	14
Arkansas Content Standards Frameworks			
NEA - Text-Dependent Questions (Grades 6-12)			
246264 - Jun 3, 2015 8:30 am - 3:30 pm	6.00	5	7
Instructional Strategies			
NEA - Text-Complexity (Grades 6-12)			
246257 - Jun 4, 2015 8:30 am - 3:30 pm	6.00	4	6
Instructional Strategies			
NEA - Grades K-1 Implementing a Comprehensive Literacy Framework – Overview of a Comprehensive Literacy Framework and Literacy Assessment System			
249505 - Jun 4, 5, 2015 8:30 am - 3:30 pm	12.00	9	30
Assessment, Cognitive Research, Common Core State Standards, Instructional Strategies			
1 Westside Consolidated School District - State-Required Training			
252072 - Jun 4, 2015 8:00 am - 3:30 pm	6.00	2	12
NEA - Argumentative Writing (Grades 6-8)			
246271 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	8	12
NEA - Cognitively Guided Instruction Year 1			
246464 - Jun 8, 9, 10, 11, 2015 8:30 am - 3:30 pm	24.00	8	23
Cognitive Research, Common Core State Standards, Instructional Strategies, Private Events			
NEA - K-2 Text Dependent Questions			
247008 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	9	25
Assessment, Cognitive Research, Common Core State Standards, Instructional Leadership, Instructional Strategies			
NEA - Musical Literacy at the Elementary Level (K-4th grade)			
247610 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	12	24
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies			
1 Westside Consolidated School District - State-Required Training			
252074 - Jun 8, 2015 8:00 am - 3:30 pm	6.00	1	13
Hoxie - Close Reading and Literature-Based Writing			
252984 - Jun 8, 9, 2015 8:30 am - 3:30 pm	12.00	1	14
Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - APSCN FMS Fiscal Year End			
241639 - Jun 9, 2015 9:00 am - 12:00 pm	3.00	13	16
NEA - Grades 2-3 Implementing a Comprehensive Literacy Framework – Overview & Assessment System			
247320 - Jun 9, 10, 2015 8:30 am - 3:30 pm	12.00	9	20
Assessment,Cognitive Research			
NEA - Art and Collaboration			
247826 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	14	24
Instructional Strategies			
Hoxie - Technology Workday (Document Camera/SmartBoard)			
252927 - Jun 9, 2015 8:30 am - 11:30 am	3.00	1	8
Educational Technology			
NEA - Student Engagement			
253810 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	15	31
Classroom Management,Instructional Strategies			
NEA - Autism: Putting the Pieces Together			
244229 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	14	53
Building a Collaborative Learning Community,Classroom Management,Instructional Strategies			
NEA - Data and Statistics for Middle School Teachers: Building the Foundation			
244290 - Jun 10, 11, 2015 8:30 am - 3:30 pm	12.00	8	11
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - Argumentative Writing (Grades 9-12)			
246278 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	11	14
Instructional Strategies			
NEA - Calibration and Coaching			
247771 - Jun 10, 2015 8:15 am - 3:30 pm	6.00	11	34
Educational Technology,Instructional Strategies			
NEA - Foreign Language Workshop			
248019 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	4	8
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - A Walk in their Shoes: Attachment Disorders			
244101 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	17	48
Classroom Management,Instructional Strategies			
NEA - Calibration and Coaching			
247772 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	8	19
Educational Technology,Instructional Strategies			
NEA - It's Fun To Be Fit			
247786 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	11	13
Health Physical Activity,Instructional Strategies			
1 Westside Consolidated School District - State-Required Training			
252075 - Jun 11, 2015 8:00 am - 3:30 pm	6.00	2	22
NEA - Visual Art, Music, Theatre, and Dance: Unpacking the 2014 Fine Arts Framework			
241384 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	13	40
Arkansas Content Standards Frameworks,Common Core State Standards			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - StudentGPS & ASIS for System Administrators & Trainers			
243545 - Jun 15, 2015 8:30 am - 11:30 am	3.00	4	7
Data Disaggregation, Systemic Change Process			
NEA - StudentGPS & ASIS for School Leaders			
243611 - Jun 15, 2015 12:30 pm - 3:30 pm	3.00	4	6
Advocacy Leadership, Data Disaggregation, Systemic Change Process			
NEA - Short and Sustained Research (Grades 6-12)			
246287 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	10	17
Instructional Strategies			
NEA - You CAN Take it With You!			
246511 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	10	23
Common Core State Standards, Educational Technology, Instructional Strategies			
NEA - Addition, Subtraction, and then What?			
248314 - Jun 15, 16, 2015 8:30 am - 3:30 pm	12.00	6	16
Common Core State Standards, Instructional Strategies			
NEA - MSP			
256667 - Jun 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 2015 8:30 am - 3:30 pm	60.00	18	45
Instructional Strategies			
NEA - Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning			
244886 - Jun 16, 17, 2015 8:30 am - 3:30 pm	12.00	10	18
Arkansas Content Standards Frameworks			
NEA - Close Reading (grades 6-12)			
245682 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	6	11
Instructional Strategies			
NEA - Grades 2-3 Implementing a Comprehensive Literacy Framework – Word Study			
247313 - Jun 16, 17, 2015 8:30 am - 3:30 pm	12.00	11	24
Assessment, Cognitive Research, Common Core State Standards, Instructional Strategies			
NEA - Board Meeting; Legislative Update			
257401 - Jun 16, 2015 6:00 pm - 8:00 pm	2.00	12	13
NEA - Let Your Students Tell the Story!			
246535 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	10	15
Common Core State Standards, Educational Technology, Instructional Strategies			
NEA - ESL			
247563 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	4	5
Classroom Management, Instructional Strategies			
NEA - Developmental Crosswalking in the Academic, Career, and Person/Social Domains			
247653 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	6	11
Arkansas Content Standards Frameworks, Instructional Strategies			
NEA - Odd and Ends for CC Math in Grades 3 and 4			
248311 - Jun 17, 18, 2015 8:30 am - 3:30 pm	12.00	6	11
Common Core State Standards, Instructional Strategies			
Hoxie - Technology Workday (School Website)			
252946 - Jun 17, 2015 8:30 am - 11:30 am	3.00	1	30
Educational Technology			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Superintendent's; Tier 1			
257437 - Jun 17, 2015 8:00 am - 10:00 am	2.00	12	13
Fiscal Management			
NEA - Superintendents: AELS			
257504 - Jun 17, 2015 10:00 am - 12:00 pm	2.00	12	13
NEA - Accelerate Your Classroom With Free Technology (basic/intermediate)			
241338 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	13	22
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Strategies			
NEA - Keys to Building Vocabulary (Grades 6-12)			
244960 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	10	17
Common Core State Standards, Instructional Strategies			
NEA - Transition Toolkit Training			
247568 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	8	14
Building a Collaborative Learning Community			
NEA - Computer Science 101 – This is for teachers that will be teaching the New Computer Science Course			
249818 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	6	7
Educational Technology, Instructional Strategies			
Hoxie - Using Engage NY to Support CGI and ECM			
252914 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	1	20
Instructional Strategies			
NEA - Superintendents: TESS, Teacher Fair Dismissal Act, Updates from ADE			
257719 - Jun 18, 2015 8:00 am - 1:00 pm	5.00	12	13
NEA - Superintendents: Teen Suicide			
257438 - Jun 19, 2015 9:30 am - 11:30 am	2.00	10	11
NEA - Superintendents: A-F Grading System			
257503 - Jun 19, 2015 8:00 am - 9:30 am	1.50	10	11
NEA - STEM on a Budget: The Newton 500 and the Engineering Process			
244969 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	8	9
Arkansas Content Standards Frameworks, Instructional Strategies			
NEA - Grades 6-8 Implementing a Comprehensive Literacy Framework—Overview of a Comprehensive Literacy Framework and Literacy Assessment System			
245695 - Jun 22, 25, 2015 8:30 am - 3:30 pm	12.00	3	3
Assessment, Instructional Strategies			
NEA - Quick! Get the (Digital) Camera!			
246546 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	6	12
Common Core State Standards, Educational Technology, Instructional Strategies			
NEA - Behavior Tools			
246676 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	12	18
Classroom Management			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Keyboarding Proficiency			
247526 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	7	9
Arkansas Content Standards Frameworks,Assessment,Classroom Management, Educational Technology,Instructional Strategies			
NEA - Transitioning to New Science Standards: Targeted Support for Elementary Teachers			
244974 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm	18.00	6	7
Arkansas Content Standards Frameworks			
NEA - Not Your Average Book Report			
246557 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	8	16
Common Core State Standards,Educational Technology,Instructional Strategies			
NEA - Grades K-1 Implementing a Comprehensive Literacy Framework – Overview of a Comprehensive Literacy Framework and Literacy Assessment System			
247305 - Jun 23, 24, 2015 8:30 am - 3:30 pm	12.00	10	28
Assessment,Cognitive Research,Common Core State Standards,Instructional Strategies			
NEA - Art and Technology			
257022 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	9	11
NEA - Preparing Middle School Students As They Consider Going to College			
247566 - Jun 24, 2015 12:30 pm - 3:30 pm	3.00	6	12
Building a Collaborative Learning Community,Principles of Learning Developmental Stages			
NEA - Student Driven Transition Planning (SDTP)			
247570 - Jun 24, 2015 8:30 am - 11:30 am	3.00	7	12
Building a Collaborative Learning Community			
NEA - Teaching how to use Encaustic: Painting and Layering			
247748 - Jun 24, 25, 2015 8:30 am - 3:30 pm	12.00	12	18
Arkansas Content Standards Frameworks,Instructional Strategies			
NEA - BloomBoard for Teachers			
250792 - Jun 24, 2015 8:30 am - 3:30 pm	6.00	12	36
Building a Collaborative Learning Community,Educational Technology			
NEA - Disciplinary Literacy/Science (grades 6-8)			
246344 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	5	6
Instructional Strategies			
NEA - New Tricks with Microsoft Office Suite			
246647 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	8	15
NEA - Informational Writing Grades 3-5			
247062 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	9	19
Assessment,Common Core State Standards,Instructional Strategies			
Hoxie - Technology Workday (Outlook + Calendar)			
252951 - Jun 25, 2015 8:30 am - 11:30 am	3.00	1	25
Educational Technology			
NEA - MOS Certification			
256730 - Jun 25, 26, 2015 8:30 am - 3:30 pm	12.00	2	3
Educational Technology			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Common Core Math Made Easy			
241541 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	13	23
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Cognitive Research,Common Core State Standards,Educational Technology,Instructional Strategies,Non-Curricular,Principles of Learning Developmental Stages,Systemic Change Process			
NEA - Google and Chrome Add-ons and Extensions: What can we do now?			
246651 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	11	16
Educational Technology			
NEA - Arkansas Teen Book Award			
247013 - Jun 29, 2015 12:30 pm - 3:30 pm	3.00	12	17
Common Core State Standards,Instructional Strategies			
NEA - Arkansas Diamond Award and Charlie May Simon			
247020 - Jun 29, 2015 8:30 am - 11:30 am	3.00	13	29
Arkansas Content Standards Frameworks,Instructional Strategies			
NEA - Embroidery, Applique, and Serger Basics			
247368 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	6	6
Arkansas Content Standards Frameworks,Instructional Strategies			
Hoxie - SMART Notebook			
253014 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	1	10
Instructional Strategies			
NEA - Dyslexia Caravan			
256914 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	6	9
Instructional Strategies,Principles of Learning Developmental Stages			
NEA - Picture Perfect Science for K-6			
244978 - Jun 30, Jul 1, 2015 8:30 am - 3:30 pm	12.00	9	20
Arkansas Content Standards Frameworks,Common Core State Standards			
NEA - Grammar Bootcamp for SLP's			
245666 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	7	17
Common Core State Standards,Instructional Strategies			
NEA - Grades K-1 Implementing a Comprehensive Literacy Framework – Phonics/Word Study			
247289 - Jun 30, Jul 1, 2015 8:30 am - 3:30 pm	12.00	16	56
Assessment,Cognitive Research,Common Core State Standards,Instructional Strategies			
NEA - Ag Inservice			
247336 - Jun 30, Jul 1, 2, 2015 8:30 am - 3:30 pm	18.00	15	18
Arkansas Content Standards Frameworks,Assessment,Data Disaggregation,Instructional Strategies			
NEA - Music Resources in 1st-6th Grades			
247612 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	12	16
Arkansas Content Standards Frameworks,Curriculum Alignment,Instructional Strategies			
NEA - Networking and Collaboration for Library Media Specialists			
248477 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	13	22
Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies			
Hoxie - Classworks for High School - Literacy			
253408 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	1	8
Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
Curriculum Mapping			
257234 - Jul 1, 2015 11:30 am - 3:30 pm	0.00	2	5
Curriculum Alignment			
NEA - AR History Commissioner's Workshop			
241631 - Jul 6, 2015 9:30 am - 2:30 pm	5.00	10	12
Arkansas History			
NEA - PreK Framework Handbook			
244233 - Jul 6, 7, 8, 9, 10, 2015 8:15 am - 3:30 pm	24.00	7	24
Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies			
NEA - Google Classroom			
246684 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	6	17
Common Core State Standards, Educational Technology, Instructional Strategies			
NEA - Classroom Organization and Management for Grades K-4			
247283 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	15	30
Classroom Management, Instructional Strategies			
NEA - Up-Cycle Recycle Cardboard			
247768 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	8	15
Instructional Strategies			
Hoxie - Grammar			
252925 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	1	6
Curriculum Alignment			
NEA - Catch me if you can.. Safety Prevention within the Classroom			
244106 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	12	20
NEA - Mathematics Design Collaborative			
244247 - Jul 7, 8, 9, 2015 8:30 am - 3:30 pm	18.00	5	6
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
NEA - LDC Days 1-3			
246484 - Jul 7, 8, 9, 2015 8:30 am - 3:30 pm	18.00	5	17
Assessment, Common Core State Standards, Instructional Strategies			
NEA - FACS Updates and Roundtable			
247484 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	6	7
Classroom Management, Common Core State Standards, Data Disaggregation, Instructional Strategies			
NEA - Solving Word Problems Using Model Drawing			
248032 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	7	19
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
NEA - Teaching Computer Coding- This is for teachers that will be teaching the New Computer Science Course			
249859 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	6	7
Educational Technology, Instructional Strategies			
Hoxie - Technology Workday (School Website)			
253022 - Jul 7, 2015 8:30 am - 11:30 am	3.00	1	16
Instructional Strategies			
NEA - Live Binders for GT Coordinators/Teachers			
241286 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	11	16
Building a Collaborative Learning Community, Educational Technology			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Today, Yesterday Tomorrow: Executive Functioning 246219 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	10	20
NEA - Technology Integration for All 246830 - Jul 8, 2015 8:30 am - 3:30 pm Common Core State Standards, Educational Technology, Instructional Strategies	6.00	10	18
NEA - TESS and the Career and Technical Teacher 248055 - Jul 8, 2015 8:30 am - 3:30 pm Advocacy Leadership, Building a Collaborative Learning Community, Classroom Management, Instructional Leadership, Instructional Strategies, Mentoring Coaching	6.00	6	10
Hoxie - Using EngageNY to teach High School Mathematics 252916 - Jul 8, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	1	4
NEA - Cool Technology Tools for Schools 246738 - Jul 9, 2015 8:30 am - 3:30 pm Common Core State Standards, Educational Technology, Instructional Strategies	6.00	6	16
NEA - Technology Integration for All 246824 - Jul 9, 2015 8:30 am - 3:30 pm Common Core State Standards, Educational Technology, Instructional Strategies	6.00	9	15
NEA - ARTFoil 247750 - Jul 9, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Strategies	6.00	10	12
NEA - BloomBoard for Teachers 250771 - Jul 9, 2015 8:30 am - 3:30 pm Building a Collaborative Learning Community, Educational Technology	6.00	12	35
Hoxie - Mathematics Workday - High School 252918 - Jul 9, 2015 8:30 am - 3:30 pm Curriculum Alignment	0.00	1	1
NEA - Common Literacy 241533 - Jul 13, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Educational Technology, Instructional Strategies, Non-Curricular, Principles of Learning Developmental Stages, Systemic Change Process	6.00	9	24
NEA - K-12 Social Studies Frameworks 244015 - Jul 13, 2015 8:30 am - 3:30 pm Arkansas History, Common Core State Standards, Curriculum Alignment, Instructional Strategies	6.00	17	59
NEA - Triand for Triand System Administrators 246742 - Jul 13, 2015 8:30 am - 11:30 am Data Disaggregation	3.00	1	1
NEA - Triand for Counselors/Registrars 246746 - Jul 13, 2015 12:30 pm - 3:30 pm Data Disaggregation	3.00	3	3
NEA - Apple TV in the Classroom 247743 - Jul 13, 14, 2015 8:30 am - 3:30 pm Educational Technology, Instructional Strategies	12.00	10	21

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Building Units for High School Math Courses			
248320 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	6	7
Arkansas Content Standards Frameworks, Arkansas Scholarship Lottery, Cognitive Research, Curriculum Alignment, Instructional Strategies			
Hoxie - Technology Workday (Word)			
252960 - Jul 13, 2015 8:30 am - 11:30 am	3.00	1	3
Educational Technology			
NEA - CPR Instructors Class			
257716 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	3	6
Health Physical Activity, Instructional Leadership			
NEA - Section 504: Survival Kit			
242733 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	9	17
Common Core State Standards, Supervision			
NEA - Transitioning to New Arkansas Science Standards: Putting Practices in Place			
244987 - Jul 14, 15, 2015 8:30 am - 3:30 pm	12.00	9	19
Arkansas Content Standards Frameworks			
NEA - Effective Literacy (ELF) Year 2 Days 8-10			
247087 - Jul 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00	6	21
Assessment, Cognitive Research, Common Core State Standards, Instructional Strategies			
NEA - Principals Institute			
248384 - Jul 14, 15, 2015 8:30 am - 3:30 pm	7.00	17	55
Instructional Leadership			
Hoxie - Curriculum Mapping			
252994 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	1	5
Curriculum Alignment			
NEA - Principals Institute: Teen Suicide			
258407 - Jul 14, 2015 12:30 pm - 3:30 pm	3.00	11	36
Instructional Leadership			
NEA - Stock Market Game for GT Coordinators/Teachers			
241288 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	5	5
Building a Collaborative Learning Community, Educational Technology			
NEA - Special Education Law: Survival Kit			
243305 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	14	31
Instructional Leadership			
NEA - Differentiation in the Classroom			
247835 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	9	26
Instructional Strategies, Principles of Learning Developmental Stages			
NEA - Language and Literacy			
248304 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	5	8
Cognitive Research, Common Core State Standards, Principles of Learning Developmental Stages			
Hoxie - Curriculum Mapping			
252998 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	1	2
Curriculum Alignment			
NEA - Principals Institute: Tier Financial			
258462 - Jul 15, 2015 8:30 am - 10:30 am	2.00	16	52
Fiscal Management			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - APSCN FMS Cycle 8			
241811 - Jul 16, 2015 9:00 am - 12:00 pm	3.00	8	10
Fiscal Management			
NEA - The Classroom Environment			
245150 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	13	39
Classroom Management			
NEA - Multi-Sensory Teaching for Struggling Readers			
248308 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	6	9
Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
NEA - Wellness Committee Opportunities			
248566 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	5	8
Health Physical Activity,Non-Curricular,Parental Involvement			
Hoxie - Social Studies Workday - High School			
253003 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	2	6
Instructional Strategies			
NEA - Proof and Proving in High School Geometry			
244257 - Jul 20, 21, 2015 8:30 am - 3:30 pm	12.00	12	13
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - Making Science Fun and Easy for Grades 3 - 5			
247633 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	13	23
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - Approach to Form and Shadow			
247800 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	9	12
Arkansas Content Standards Frameworks,Curriculum Alignment,Instructional Strategies			
NEA - Plasma Cam Basics			
248405 - Jul 20, 21, 2015 8:30 am - 3:30 pm	12.00	3	5
Instructional Strategies			
NEA - Tier 1 Training			
248565 - Jul 20, 2015 8:30 am - 11:30 am	3.00	19	43
Fiscal Management			
NEA - eSchool Scheduling			
252838 - Jul 20, 2015 9:00 am - 3:30 pm	6.00	12	24
Hoxie - Technology Workday (Excel)			
252956 - Jul 20, 2015 8:30 am - 11:30 am	0.00	1	4
Educational Technology			
NEA - Grades 4-5 Implementing a Comprehensive Literacy Framework: Overview of a Comprehensive Literacy Framework and Literacy Assessment System			
246999 - Jul 21, 22, 2015 8:30 am - 3:30 pm	12.00	7	13
Assessment,Cognitive Research,Common Core State Standards,Instructional Leadership,Instructional Strategies			
NEA - Novice Teacher Mentoring Program			
247010 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	14	26
Mentoring Coaching			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Short and Sustained Research K-5			
247085 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	7	20
Assessment,Building a Collaborative Learning Community,Cognitive Research,Common Core State Standards,Instructional Strategies			
NEA - Business Updates and Roundtable			
247343 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	9	12
Classroom Management,Common Core State Standards,Data Disaggregation,Instructional Strategies			
NEA - Strategies to Enhance Health Education Instruction and Student Learning			
247832 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	6	7
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
Hoxie - Classworks K-3			
252865 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	2	13
Instructional Strategies			
NEA - Differentiation in the Classroom			
256360 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	11	21
Instructional Strategies,Principles of Learning Developmental Stages			
NEA - Building Integer Concepts and Operations Conceptually With Deeper Understanding			
244298 - Jul 22, 23, 2015 8:30 am - 3:30 pm	12.00	10	12
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - Using Need Assessments to Drive the School Counseling Curriculum			
247701 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	9	15
Arkansas Content Standards Frameworks			
Hoxie - Classworks Grades 4-6			
253400 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	1	15
Instructional Strategies			
NEA - eSchool Registration			
253725 - Jul 22, 2015 9:00 am - 3:30 pm	6.00	7	13
NEA - K-2 Informative/Explanatory Writing			
246883 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	8	16
Assessment,Cognitive Research,Common Core State Standards,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
NEA - 3rd Annual School Nurse Conference			
248574 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	11	17
Health Physical Activity			
Hoxie - Science Workday - Elementary			
253001 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	1	8
Instructional Strategies			
NEA - BloomBoard and TESS for Principals			
253303 - Jul 23, 2015 8:30 am - 3:15 pm	6.00	6	16
Educational Technology,Supervision			
NEA - Student Engagement			
245572 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	12	39
Classroom Management,Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Using The State Capitol to Teach 246865 - Jul 27, 2015 9:00 am - 11:00 am	2.00	8	9
Arkansas History			
NEA - Grades 2-5 Text Complexity 246877 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	4	7
Assessment,Cognitive Research,Instructional Strategies			
NEA - So Many Picture Books, So Little Time! 247076 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	15	40
Common Core State Standards,Instructional Strategies			
NEA - Grades 4-5 Implementing a Comprehensive Literacy Framework – Word Study, Phonics, Spelling and Vocabulary Instruction 248185 - Jul 27, 28, 2015 8:30 am - 3:30 pm	12.00	5	9
Assessment,Common Core State Standards,Instructional Strategies			
NEA - Extending Children's Mathematics Year 1 248814 - Jul 27, 28, 29, 30, 2015 8:30 am - 3:30 pm	24.00	10	26
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Hoxie - New Teacher Orientation 253008 - Jul 27, 2015 8:30 am - 11:30 am	3.00	4	9
Instructional Strategies			
Curriculum Mapping 257235 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	2	5
Curriculum Alignment			
NEA - Google Classroom 258650 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	8	11
Common Core State Standards,Educational Technology,Instructional Strategies			
Hoxie - Compass Learning 259151 - Jul 27, 2015 8:30 am - 3:30 pm	0.00	1	2
Educational Technology			
NEA - Project WET/WOW/Aquatic WILD workshop wetland themed workshop 237712 - Jul 28, 2015 9:00 am - 3:00 pm	6.00	9	16
Instructional Strategies			
NEA - From Beaver Cleaver to Beavis & Butthead 244197 - Jul 28, 2015 8:30 am - 3:15 pm	6.00	16	59
Classroom Management,Instructional Strategies			
NEA - "Entertaining" Financial Literacy: Teaching and Learning with Music and Video Clips 246750 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	5	7
Arkansas Content Standards Frameworks,Common Core State Standards,Educational Technology,Instructional Strategies			
NEA - Athletic Coaching Institute 246869 - Jul 28, 29, 30, 2015 8:00 am - 3:30 pm	18.00	14	34
Health Physical Activity,Supervision			
NEA - ELLA Year 2 Days 9-11 247073 - Jul 28, 29, 30, 2015 8:30 am - 3:30 pm	18.00	8	15
Assessment,Common Core State Standards,Instructional Strategies			
NEA - NEA and Northcentral Arkansas ESC Combined GT Coordinator's Staff Development 247984 - Jul 28, 2015 9:00 am - 3:00 pm	6.00	15	19
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - eSchool for Administrators			
247993 - Jul 28, 2015 12:30 pm - 3:30 pm	3.00	1	1
Educational Technology			
NEA - eSchool for Administrators			
248010 - Jul 28, 2015 8:30 am - 11:30 am	3.00	4	7
Educational Technology			
NEA - Activities for the Algebra I Classroom			
252107 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	11	14
Arkansas Content Standards Frameworks,Common Core State Standards,Educational Technology,Instructional Strategies			
Hoxie - Technology Workday (Outlook + Calendar)			
253028 - Jul 28, 2015 8:30 am - 11:30 am	3.00	2	11
Educational Technology			
NEA - Science Notebooking			
245596 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	14	31
Instructional Strategies			
NEA - Session for the Elementary Library Media Specialist with ADE Advisor for School Librarians			
248747 - Jul 29, 2015 8:15 am - 3:30 pm	6.00	11	13
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies			
NEA - Cognitively Guided Instruction Year 3			
248809 - Jul 29, 30, 31, 2015 8:30 am - 3:30 pm	18.00	7	29
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
Hoxie - Social Studies Workday - Elementary			
253488 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	1	8
Instructional Strategies			
NEA - Board Meeting			
263400 - Jul 29, 2015 9:00 am - 12:00 pm	4.00	11	12
NEA - The Classroom Environment			
245605 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	16	51
Classroom Management			
NEA - Grades K-3 Vocabulary Acquisition			
246879 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	8	16
Assessment,Cognitive Research,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
NEA - Session for the Secondary Library Media Specialist with ADE Advisor for School Librarians			
248901 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	6	8
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies			
NEA - Activities for the Upper Level Math Classroom			
252118 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	9	11
Arkansas Content Standards Frameworks,Common Core State Standards,Educational Technology,Instructional Strategies			
NEA - So Many Books, So Little Time!			
240820 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	18	58
Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
1 Westside Consolidated School District - AAEA Conference			
258512 - Aug 3, 4, 5, 2015 8:00 am - 4:00 pm	12.00	2	5
NEA - Diving Into the Reading for Information Standards from CCSS			
241101 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	11	27
Arkansas Content Standards Frameworks,Instructional Strategies			
NEA - Bits, Books, and Biographies			
246757 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	9	17
Common Core State Standards,Educational Technology,Instructional Strategies			
NEA - Art and Technology			
258643 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	10	11
1 Westside Consolidated School District - High School Planning			
254505 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	2	29
NEA - Child Nutrition 2015/16 School Year			
259663 - Aug 6, 2015 1:00 pm - 4:00 pm	3.00	3	8
Health Physical Activity			
NEA - CPR for Preschool Staff			
259961 - Aug 6, 2015 8:00 am - 12:00 pm	4.00	1	14
Health Physical Activity			
NEA - CPR for Preschool Staff			
259967 - Aug 6, 2015 12:00 pm - 4:00 pm	4.00	2	12
Health Physical Activity			
1 Westside Consolidated School District - New Teacher Orientation			
258940 - Aug 7, 2015 8:00 am - 3:30 pm	6.00	1	16
NEA - Early Childhood Special Education			
248161 - Aug 10, 2015 8:30 am - 11:30 am	3.00	2	47
Building a Collaborative Learning Community			
NEA - EC Curriculum Planning			
248167 - Aug 10, 2015 12:30 pm - 3:30 pm	3.00	3	36
Building a Collaborative Learning Community,Principles of Learning Developmental Stages			
1 Westside Consolidated School District - School Improvement, Data Analysis, Curriculum Planning			
259036 - Aug 10, 2015 8:00 am - 11:00 am	3.00	2	125
1 Westside Consolidated School District - Guest Speaker			
259038 - Aug 10, 2015 1:00 pm - 4:00 pm	3.00	2	127
NEA - Back to School Data/Information			
259643 - Aug 10, 2015 8:30 am - 3:30 pm	6.00	2	38
Data Disaggregation,Instructional Leadership			
NEA - ECERS Refresher and ECERS Training			
247950 - Aug 11, 2015 8:30 am - 3:30 pm	6.00	1	27
Assessment,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
1 Westside Consolidated School District - School Improvement, Crisis Plan Training, Code of Ethics, Smart Core, Confidentiality, Curriculum Planning 259039 - Aug 11, 2015 8:00 am - 3:30 pm	6.00	2	127
NEA - Literacy Training/Reading Across the Curriculum & Vocabulary Development 259654 - Aug 11, 12, 2015 8:30 am - 3:30 pm Building a Collaborative Learning Community, Data Disaggregation, Instructional Leadership, Instructional Strategies	12.00	2	39
NEA - ABC and Cooperative Updates 250762 - Aug 12, 2015 8:30 am - 3:30 pm Building a Collaborative Learning Community	6.00	3	45
1 Westside Consolidated School District - Formative Assessments, Data Analysis, Common Core, Curriculum Planning 259041 - Aug 12, 2015 8:00 am - 3:30 pm	6.00	2	127
NEA - How to R.E.A.C.H. Youth Today at GCT Auditorium 250841 - Aug 13, 2015 8:00 am - 11:00 am Advocacy Leadership, Classroom Management, Instructional Strategies, Non-Curricular	3.00	13	680
NEA - How to R.E.A.C.H. Youth Today (Walnut Ridge Community Center) 250851 - Aug 13, 2015 12:30 pm - 3:30 pm Advocacy Leadership, Classroom Management, Instructional Strategies, Mentoring Coaching, Non-Curricular	3.00	13	284
NEA - Answering the Cry for Help (GCT Auditorium): Suicide Prevention 250853 - Aug 13, 2015 12:30 pm - 3:30 pm Advocacy Leadership, Non-Curricular	3.00	13	593
NEA - Answering the Cry for Help (Walnut Ridge Community Center): Suicide Prevention 250857 - Aug 13, 2015 8:00 am - 11:00 am Advocacy Leadership, Non-Curricular	3.00	15	353
1 Westside Consolidated School District - School Improvement, Data Analysis, Curriculum Planning 259043 - Aug 13, 2015 12:30 pm - 3:30 pm	3.00	1	113
NEA - Digital Learning Facilitator Training 257389 - Aug 14, 2015 8:30 am - 3:30 pm Advocacy Leadership, Classroom Management, Instructional Leadership	6.00	11	18
NEA - APSCN FMS Cycle 9 241985 - Aug 17, 2015 9:00 am - 12:00 pm Fiscal Management	3.00	12	14
NEA - Statewide Field Test Training 257227 - Aug 20, 2015 8:30 am - 4:00 pm Advocacy Leadership	6.00	19	44
NEA - SpEd Fast Due Process Training 260560 - Aug 21, 2015 8:30 am - 3:30 pm Data Disaggregation, Non-Curricular	6.00	7	26
NEA - Vision Screening Certification for School Nurses 265651 - Aug 26, 2015 8:30 am - 12:30 pm	4.00	9	9

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Hearing Screening Certification for School Nurses			
265653 - Aug 26, 2015 1:00 pm - 4:15 pm	3.25	8	8
NEA - Ethics Training for Cooperative Staff			
265655 - Aug 26, 2015 2:00 pm - 3:30 pm	1.50	1	12
NEA - GT Coordinators ZOOM Meeting			
259771 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	14	15
NEA - SpEd Issues			
260622 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	10	39
Classroom Management,Instructional Strategies,Parental Involvement,Supervision			
NEA - eSchool SMS Cycle Training			
253735 - Sep 1, 2015 9:00 am - 3:30 pm	6.00	12	20
NEA - Paraprofessional Training: Core			
259789 - Sep 2, 2015 8:30 am - 3:30 pm	6.00	12	32
NEA - Child Nutrition 2015/16 School Year			
262432 - Sep 3, 2015 1:00 pm - 4:00 pm	3.00	2	2
Health Physical Activity			
NEA - eSchool Discipline/Attendance			
266407 - Sep 8, 2015 9:00 am - 3:00 pm	5.00	5	7
NEA - Paraprofessional Training: Behavior			
259888 - Sep 9, 2015 8:30 am - 3:30 pm	6.00	12	35
NEA - Pre AP Science			
258690 - Sep 10, 11, 2015 8:30 am - 3:30 pm	12.00	8	10
Instructional Strategies			
NEA - Medical			
265800 - Sep 10, 2015 9:00 am - 3:00 pm	5.00	11	15
NEA - ACSIP Planning Through Indistar			
267192 - Sep 10, 2015 8:30 am - 11:30 am	3.00	9	15
Fiscal Management			
NEA - Sp Ed Fast Due Process Software Training			
265852 - Sep 11, 2015 8:30 am - 11:30 am	3.00	3	14
Educational Technology			
NEA - Teaching the Gifted in the Secondary Classroom			
259680 - Sep 14, 2015 8:30 am - 3:30 pm	6.00	6	11
Building a Collaborative Learning Community,Instructional Strategies			
NEA - Cognos Day 1			
266739 - Sep 14, 2015 9:00 am - 3:00 pm	5.00	3	3

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - 3 Hour Face to Face Law and Process for TESS			
262147 - Sep 15, 2015 8:30 am - 11:30 am	3.00	15	58
Instructional Leadership			
NEA - Cognos			
266426 - Sep 15, 2015 9:00 am - 3:00 pm	5.00	5	6
NEA - APSCN FMS Cycle 1 and Budgets			
267061 - Sep 15, 2015 9:00 am - 12:00 pm	3.00	10	12
Fiscal Management			
NEA - Instructional Facilitators Monthly Meeting			
262169 - Sep 16, 2015 8:30 am - 2:30 pm	6.00	6	17
Advocacy Leadership,Assessment,Common Core State Standards,Instructional Strategies,Mentoring Coaching			
NEA - Teen Suicide Awareness and Prevention			
262956 - Sep 16, 2015 9:00 am - 11:00 am	3.00	10	18
NEA - ACSIP Workday Agenda – District and Schools			
266142 - Sep 16, 2015 8:30 am - 11:30 am	3.00	5	27
Systemic Change Process			
NEA - ACSIP Workday Agenda – District and Schools			
266159 - Sep 16, 2015 12:30 pm - 3:30 pm	3.00	4	6
Systemic Change Process			
1 Westside Consolidated School District - District Faculty Session			
267408 - Sep 16, 2015 3:30 pm - 4:30 pm	1.00	1	101
NEA - Pre AP Math			
258831 - Sep 17, 18, 2015 8:30 am - 3:30 pm	12.00	6	7
Instructional Strategies			
NEA - AIMM for Mentors			
262143 - Sep 17, 2015 8:30 am - 3:30 pm	6.00	10	16
Mentoring Coaching			
NEA - Workday for eSchool Data			
266457 - Sep 17, 2015 9:00 am - 3:30 pm	5.00	3	3
NEA - Quiz Bowl Coaches Meeting			
265943 - Sep 18, 2015 12:30 pm - 3:00 pm	2.50	9	11
Instructional Leadership			
NEA - Pre AP English/Social Studies			
258832 - Sep 21, 22, 2015 8:30 am - 3:30 pm	12.00	16	24
Instructional Strategies			
NEA - Meeting for Secondary Principals			
262153 - Sep 22, 2015 9:00 am - 2:00 pm	5.00	10	12
Assessment,Common Core State Standards,Instructional Leadership			
NEA - Secondary Transition			
266189 - Sep 22, 2015 8:30 am - 3:30 pm	6.00	11	19

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - IPR Setups in eSchool			
266612 - Sep 22, 2015 9:00 am - 3:00 pm	5.00	3	3
NEA - Paraprofessional Training: Culture Awareness			
259926 - Sep 23, 2015 8:15 am - 3:30 pm	6.00	8	19
1 Westside Consolidated School District - Building Leadership Team Meetings			
267786 - Sep 23, 2015 3:30 pm - 4:30 pm	1.00	1	10
NEA - Meeting for Elementary Principals			
262166 - Sep 24, 2015 9:00 am - 2:00 pm	5.00	11	16
Assessment,Common Core State Standards,Instructional Leadership			
NEA - Gifted Education Program Grant Workshop for GT Teachers/ Admin			
267469 - Sep 25, 2015 8:30 am - 3:00 pm	6.00	6	6
Advocacy Leadership,Assessment,Classroom Management, Curriculum Alignment,Data Disaggregation,Educational Technology,Fiscal Management			
NEA - MSP			
266726 - Sep 26, 2015 8:30 am - 3:30 pm	6.00	16	40
NEA - Scheduling eSchool			
266615 - Sep 29, 2015 9:00 am - 3:00 pm	5.00	5	7
NEA - Paraprofessional Training: Literacy			
259927 - Sep 30, 2015 8:30 am - 3:30 pm	6.00	7	17
NEA - Reading Recovery® Continuing Contact			
266507 - Sep 30, 2015 9:00 am - 2:00 pm	5.00	8	13
Cognitive Research,Educational Technology,Instructional Strategies,Systemic Change Process			
NEA - Board Meeting			
269523 - Sep 30, 2015 9:00 am - 12:00 pm	3.00	12	13
NEA - Workday for eSchool Data			
266721 - Oct 1, 2015 9:00 am - 3:00 pm	5.00	3	5
NEA - ACT Aspire Accommodations			
267262 - Oct 1, 2015 8:30 am - 11:30 am	3.00	17	62
Mentoring Coaching			
NEA - Extending Children's Mathematics Year 1			
265897 - Oct 6, 7, 2015 8:30 am - 3:30 pm	12.00	9	25
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - Mathematics Design Collaborative			
268112 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	2	3
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - Paraprofessional Training: Early Childhood			
259929 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	2	3

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - APSCN FMS Fixed Assets and Cycles 2-7			
267515 - Oct 7, 2015 9:00 am - 12:00 pm	3.00	11	17
Fiscal Management			
NEA - Fall Counselors Meeting			
262571 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	17	37
NEA - LDC Day 4			
268484 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	4	8
Instructional Strategies			
NEA - Introduction to NGSS @ Paragould			
269001 - Oct 12, 2015 8:30 am - 3:30 pm	6.00	1	11
Instructional Strategies			
NEA - Mark Reporting eSchool			
266737 - Oct 13, 2015 9:00 am - 3:00 pm	5.00	3	3
NEA - AP Coordinators Meeting			
267889 - Oct 13, 2015 8:30 am - 3:30 pm	6.00	9	9
Advocacy Leadership,Instructional Leadership			
NEA - Introduction to NGSS @ Paragould			
269002 - Oct 13, 2015 8:30 am - 3:30 pm	6.00	1	10
Instructional Strategies			
NEA - Paraprofessional Training: Secondary			
259930 - Oct 14, 2015 8:30 am - 3:30 pm	6.00	4	9
NEA - Introduction to NGSS @ Paragould			
269005 - Oct 14, 2015 8:30 am - 3:30 pm	6.00	1	10
Instructional Strategies			
NEA - Introduction to NGSS @ Paragould			
269006 - Oct 15, 2015 8:30 am - 3:30 pm	6.00	2	10
Instructional Strategies			
NEA - Teacher Center Committee Meeting			
268066 - Oct 16, 2015 8:30 am - 3:00 pm	6.00	14	16
Instructional Leadership			
NEA - Visual and Performing Arts Festival Committee Meeting			
268713 - Oct 16, 2015 12:30 pm - 3:30 pm	3.00	3	5
Non-Curricular			
NEA - Instructional Facilitators Monthly Meeting			
268087 - Oct 19, 2015 8:30 am - 2:30 pm	6.00	6	15
Advocacy Leadership,Common Core State Standards,Instructional Strategies,Mentoring Coaching			
NEA - 2015-16 Science Cadre			
269008 - Oct 19, 2015 8:30 am - 3:30 pm	6.00	11	23
Instructional Strategies			
NEA - Personal Care Training			
266187 - Oct 20, 2015 8:30 am - 3:30 pm	6.00	9	16

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Dyslexia Update for District Contacts			
267817 - Oct 22, 2015 9:30 am - 12:00 pm	2.50	8	14
Instructional Leadership, Principles of Learning Developmental Stages, Systemic Change Process			
NEA - Elementary NGSS Day 1 @ Paragould			
268969 - Oct 26, 2015 8:30 am - 3:30 pm	6.00	2	12
Instructional Strategies			
NEA - Paraprofessional Health Care Training for Lawrence Co. School District			
269263 - Oct 26, 2015 8:30 am - 3:30 pm	6.00	2	7
Instructional Strategies, Supervision			
NEA - ProQuest Traveler Training for Librarians			
267260 - Oct 27, 2015 10:00 am - 3:00 pm	5.00	22	46
Educational Technology			
NEA - Librarians Meeting			
268356 - Oct 27, 2015 8:00 am - 9:45 am	1.00	16	36
Instructional Leadership, Instructional Strategies			
NEA - Elementary NGSS Day 1 @ Paragould			
268984 - Oct 27, 2015 8:30 am - 3:30 pm	6.00	1	9
Instructional Strategies			
NEA - Elementary NGSS Day 1 @ Paragould			
268986 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	1	9
Instructional Strategies			
NEA - Elementary NGSS Day 1 @ Paragould			
268987 - Oct 30, 2015 8:30 am - 3:30 pm	6.00	1	8
Instructional Strategies			
NEA - Cognitively Guided Instruction Year 1			
265794 - Nov 4, 5, 2015 8:30 am - 3:30 pm	12.00	7	22
Cognitive Research, Common Core State Standards, Instructional Strategies, Private Events			
NEA - CASBO			
270469 - Nov 5, 6, 2015 8:30 am - 3:30 pm	12.00	1	1
Non-Curricular			
NEA - Elementary NGSS Day 2 at Paragould			
268964 - Nov 9, 2015 8:30 am - 3:30 pm	6.00	1	12
Instructional Strategies			
NEA - Instructional Facilitators Monthly Meeting			
270419 - Nov 9, 2015 8:30 am - 2:30 pm	6.00	8	17
Advocacy Leadership, Common Core State Standards, Instructional Strategies, Mentoring Coaching			
NEA - Elementary NGSS Day 2 at Paragould			
268988 - Nov 10, 2015 8:30 am - 3:30 pm	6.00	2	11
Instructional Strategies			
NEA - Elementary Principals			
269928 - Nov 10, 2015 8:30 am - 2:00 pm	5.00	11	13
Advocacy Leadership			
NEA - Elementary NGSS Day 2 at Paragould			
268989 - Nov 11, 2015 8:30 am - 3:30 pm	6.00	1	9
Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Career and Technical Regional Partnership Advisory Council Summit			
268781 - Nov 12, 2015 8:30 am - 2:30 pm	6.00	22	82
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Leadership, Instructional Strategies			
NEA - Elementary NGSS Day 2 at Paragould			
268991 - Nov 12, 2015 8:30 am - 3:30 pm	6.00	1	9
Instructional Strategies			
NEA - ACT Aspire Portal and Training Resources			
267266 - Nov 13, 2015 9:00 am - 3:15 pm	5.50	15	60
Assessment			
NEA - Davidsonville 200 Lecture Series			
267891 - Nov 14, 2015 9:00 am - 3:00 pm	6.00	1	1
Arkansas History			
NEA - Cognitively Guided Instruction Year 3			
265830 - Nov 16, 17, 2015 8:30 am - 3:30 pm	12.00	4	14
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
NEA - Cognitively Guided Instruction Year 3			
265858 - Nov 18, 19, 2015 8:30 am - 3:30 pm	12.00	6	16
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
NEA - Elementary NGSS Day 3 at Paragould			
268994 - Nov 18, 2015 8:30 am - 3:30 pm	6.00	1	9
Instructional Strategies			
NEA - Board Meeting			
271843 - Nov 18, 2015 9:00 am - 12:00 pm	3.00	13	14
NEA - Elementary NGSS Day 3 at Paragould			
268997 - Nov 19, 2015 8:30 am - 3:30 pm	6.00	1	9
Instructional Strategies			
NEA - APSCN FMS Preparing for 5.1 eFinance & Calendar Year End Clean Up			
269121 - Nov 19, 2015 9:00 am - 12:00 pm	3.00	14	21
Fiscal Management			
NEA - Visual and Performing Arts Festival Committee Meeting			
269399 - Nov 20, 2015 12:30 pm - 3:00 pm	3.00	2	4
Non-Curricular			
NEA - Dyslexia School Based Identification Process			
270676 - Nov 30, 2015 8:30 am - 3:30 pm	6.00	10	15
Assessment, Cognitive Research			
NEA - Elementary NGSS Day 3 at Paragould			
268998 - Dec 1, 2015 8:30 am - 3:30 pm	6.00	1	15
Instructional Strategies			
NEA - School Based Response to Suicide and Traumatic Death: A Lifelines Workshop for School Crisis Teams			
268754 - Dec 2, 2015 8:30 am - 3:30 pm	6.00	6	11
Building a Collaborative Learning Community			
NEA - Elementary NGSS Day 3 at Paragould			
268999 - Dec 2, 2015 8:30 am - 3:30 pm	6.00	2	12
Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Secondary Principals Meeting			
269947 - Dec 2, 2015 8:30 am - 2:00 pm	5.00	11	12
NEA - Data Collection Workshop			
269022 - Dec 3, 2015 9:00 am - 3:30 pm	5.50	15	44
NEA - LDC Day 5			
271086 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	3	9
Assessment,Building a Collaborative Learning Community,Instructional Strategies			
NEA - Mathematics Design Collaborative			
271554 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	2	3
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - SpEd New Forms			
271131 - Dec 4, 2015 8:30 am - 11:30 am	3.00	16	51
Supervision			
NEA - SpEd New Forms			
271134 - Dec 4, 2015 12:30 pm - 3:30 pm	3.00	6	14
Supervision			
NEA - Workday with Peggy Duff			
271713 - Dec 4, 2015 8:30 am - 3:30 pm	6.00	2	2
Data Disaggregation			
NEA - Cognitively Guided Instruction Year 2			
265803 - Dec 7, 8, 2015 8:30 am - 3:30 pm	12.00	10	29
Arkansas Content Standards Frameworks,Common Core State Standards,Instructional Strategies			
NEA - Reading Recovery® Continuing Contact			
271381 - Dec 7, 2015 9:00 am - 2:00 pm	5.00	8	13
Cognitive Research,Instructional Strategies,Systemic Change Process			
NEA - Assistive Technology Devices and Services to Children with Autism			
269010 - Dec 8, 2015 8:30 am - 3:30 pm	6.00	8	21
Instructional Strategies			
NEA - Career Planner in eSchool			
270327 - Dec 8, 2015 8:30 am - 3:00 pm	6.00	8	13
NEA - GMetrix Training			
271491 - Dec 9, 2015 8:30 am - 3:30 pm	6.00	4	4
Arkansas Content Standards Frameworks,Curriculum Alignment,Educational Technology,Instructional Strategies			
NEA - ACT Aspire Workday			
271858 - Dec 9, 2015 8:30 am - 11:30 am	3.00	5	12
NEA - iPad Boot Camp for Educators and Therapists: Literacy, Mathematics, Communication, Visual Supports and Language!			
269012 - Dec 10, 2015 8:30 am - 3:15 pm	6.00	4	9
Instructional Strategies			
NEA - APSCN FMS W2, 1099, and Calendar Year End			
269124 - Dec 10, 2015 9:00 am - 12:00 pm	3.00	16	22
Fiscal Management			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - 2015-2016 Science Cadre #2			
271144 - Dec 10, 2015 8:30 am - 3:15 pm	6.00	11	20
Instructional Strategies			
NEA - Instructional Facilitators Monthly Meeting			
270674 - Dec 11, 2015 8:30 am - 2:00 pm	5.00	7	14
Advocacy Leadership, Common Core State Standards, Instructional Strategies, Mentoring Coaching			
NEA - GT Coordinators Meeting			
271584 - Dec 15, 2015 8:30 am - 3:30 pm	6.00	11	12
Instructional Leadership			
NEA - E-Rate			
270287 - Dec 16, 2015 9:00 am - 3:30 pm	6.00	6	8
1 Westside Consolidated School District - District Faculty Session			
271371 - Dec 16, 2015 3:30 pm - 4:30 pm	3.00	2	114
NEA - Board Meeting			
272368 - Dec 16, 2015 9:00 am - 12:00 pm	3.00	15	17
NEA - GABBART Training for Coop			
272469 - Dec 17, 2015 8:30 am - 3:30 pm	6.00	2	29
1 Westside Consolidated School District - School Improvement, Data Analysis, Curriculum Planning			
272300 - Jan 4, 2016 8:00 am - 3:30 pm	6.00	2	108
NEA - APSCN FMS ACA 1095 Processing			
272297 - Jan 5, 2016 9:00 am - 12:00 pm	3.00	13	15
Fiscal Management			
NEA - ACT Aspire Administrative Training			
267824 - Jan 11, 2016 9:00 am - 3:00 pm	6.00	15	27
Assessment			
NEA - 3 Hour Face to Face Law and Process for TESS			
272671 - Jan 12, 2016 8:30 am - 11:30 am	3.00	7	10
Instructional Leadership			
NEA - Visual and Performing Arts Festival Committee Meeting			
272054 - Jan 15, 2016 12:30 pm - 3:30 pm	3.00	2	2
Non-Curricular			
NEA - Review of ABC Files			
273656 - Jan 25, 2016 8:30 am - 3:30 pm	6.00	1	9
NEA - Review of ABC Files			
273658 - Jan 26, 2016 8:30 am - 3:30 pm	6.00	1	8
1 Westside Consolidated School District - District Faculty Session			
273692 - Jan 27, 2016 3:30 pm - 4:30 pm	1.00	2	101

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Affordable Care Act 1095 for Bookkeepers and Superintendents			
273694 - Jan 27, 2016 11:30 am - 3:00 pm	3.00	11	18
Fiscal Management			
NEA - Teacher Center Committee Winter Meeting			
272791 - Feb 4, 2016 9:00 am - 2:00 pm	5.00	15	18
NEA - TESS and LEADS Training for Principals and Assistant Principals			
271704 - Feb 8, 2016 8:30 am - 11:30 am	3.00	9	17
Advocacy Leadership,Instructional Leadership,Mentoring Coaching			
NEA - TESS and LEADS for Superintendents			
271737 - Feb 8, 2016 12:30 pm - 3:30 pm	3.00	7	8
Advocacy Leadership,Instructional Leadership,Mentoring Coaching			
NEA - Dyslexia Contacts Meeting #3			
274225 - Feb 8, 2016 9:00 am - 2:00 pm	5.00	12	17
Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages			
NEA - Mathematics Design Collaborative			
275329 - Feb 9, 2016 8:30 am - 3:30 pm	6.00	2	3
Instructional Strategies			
NEA - Reading Recovery® Continuing Contact			
274218 - Feb 10, 2016 9:00 am - 2:00 pm	5.00	7	12
Cognitive Research,Instructional Strategies,Systemic Change Process			
NEA - ACSIP Statewide Field Test Workday			
273010 - Feb 11, 2016 9:00 am - 3:00 pm	6.00	9	20
NEA - LDC Day 6			
274245 - Feb 11, 2016 8:30 am - 3:30 pm	6.00	3	9
Instructional Strategies			
NEA - Instructional Facilitators Monthly Meeting			
272679 - Feb 17, 2016 8:30 am - 2:30 pm	5.00	6	19
Advocacy Leadership,Assessment,Common Core State Standards,Instructional Strategies,Mentoring Coaching			
1 Westside Consolidated School District - District Faculty Session			
276097 - Feb 17, 2016 3:30 pm - 4:30 pm	1.00	2	87
NEA - 2015-16 Science Cadre #3			
273668 - Feb 18, 2016 8:30 am - 3:30 pm	6.00	8	22
Arkansas Content Standards Frameworks,Instructional Strategies			
NEA - APSCN FMS eFinancePlus			
275602 - Feb 24, 2016 9:00 am - 3:00 pm	6.00	13	20
Fiscal Management			
NEA - Northeast Arkansas Cooperative Librarians Meeting			
275123 - Feb 26, 2016 8:00 am - 2:45 pm	6.00	14	31
Instructional Leadership			
NEA - Effective Literacy Year 2 Day 11			
275401 - Feb 26, 2016 8:30 am - 3:30 pm	6.00	6	14
Cognitive Research,Common Core State Standards,Instructional Strategies			

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - 2 Day Scheduling Workshop/Workday 275764 - Feb 26, 29, 2016 9:00 am - 3:00 pm	12.00	9	21
NEA - Extending Children's Mathematics Year 1 265898 - Mar 3, 2016 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies	6.00	9	22
NEA - Cognitively Guided Instruction Year 1 275336 - Mar 9, 2016 8:30 am - 3:30 pm Cognitive Research, Common Core State Standards, Instructional Strategies, Private Events	6.00	7	21
NEA - Cloud Web Security (CSW) Training 279841 - Mar 17, 2016 9:00 am - 3:30 pm Educational Technology	5.50	10	14
NEA - Virtual Arkansas Annual Update and Registration Training 276172 - Mar 29, 2016 9:00 am - 3:00 pm Non-Curricular	5.00	4	6
NEA - 3.1 eSchool Training 278906 - Mar 29, 30, 31, 2016 9:00 am - 3:00 pm	15.00	16	30
NEA - Elementary Principals 281715 - Apr 1, 2016 9:00 am - 3:00 pm Advocacy Leadership	5.00	8	10
NEA - Google Classroom 282712 - Apr 6, 2016 9:00 am - 4:00 pm Educational Technology	6.00	2	3
NEA - Child Nutrition 2015/16 School Year 282970 - Apr 7, 2016 1:00 pm - 3:00 pm Health Physical Activity	3.00	1	2
NEA - Arkansas Teacher Retirement System Bookkeeper Training 283008 - Apr 7, 2016 10:00 am - 12:00 pm	2.00	10	13
NEA - Secondary Principals Meeting 281728 - Apr 8, 2016 9:00 am - 3:00 pm	5.00	6	6
NEA - Cognitively Guided Instruction Year 3 265873 - Apr 11, 12, 2016 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies	12.00	5	14
NEA - APSCN FMS Personnel Budgeting and Contracts 282851 - Apr 12, 2016 9:00 am - 12:00 pm Fiscal Management	3.00	11	13
NEA - Interim Assessments 284349 - Apr 12, 2016 8:00 am - 12:00 pm Assessment	2.00	2	4
NEA - Cognitively Guided Instruction Year 3 265894 - Apr 13, 14, 2016 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies	12.00	6	16

Summary Attended

Printed Date: 5/17/2016

Last modified: 5/17/2016

Session	Credits	Districts	Attended
NEA - Teacher Center Committee Meeting 280177 - Apr 13, 2016 8:30 am - 3:30 pm	6.00	11	13
Instructional Leadership			
NEA - Virtual Arkansas Annual Update and Registration Training 276175 - Apr 27, 2016 9:00 am - 3:00 pm	5.00	5	8
Non-Curricular			
NEA - GT Coordinators Meeting 285486 - Apr 28, 2016 8:30 am - 3:30 pm	6.00	6	6
Instructional Leadership			
NEA - Behavior Basics Bootcamp 282865 - May 4, 2016 8:30 am - 4:30 pm	7.00	4	4
Classroom Management			
NEA - Instructional Facilitators Monthly Meeting 280150 - May 6, 2016 8:30 am - 3:30 pm	5.00	4	13
Advocacy Leadership,Assessment,Common Core State Standards,Instructional Strategies,Mentoring Coaching			
NEA - APSCN FMS Final Payrolls and 36/37 282853 - May 11, 2016 9:00 am - 12:00 pm	3.00	16	20
Fiscal Management			
GRAND TOTAL:			
	51426.50	93	9156

*Northwest Arkansas
Education Service
Cooperative*



Annual Report

2015-2016

TABLE OF CONTENTS

Table of Contents	2
Note from the Director	4
Mission Statement.....	6
State Map of Cooperatives.....	7
Northwest Arkansas Education Cooperative Organizational Chart.....	8
Northwest Arkansas Education Cooperative Board of Directors.....	9
Northwest Arkansas Education Cooperative Teacher Center Committee	10
ESC Annual Report.....	11
Program Reports	22
Teacher Center	23
Early Childhood Special Education.....	25
ADE/APSCN Financial Management	28
APSCN Student Applications.....	29
Technology.....	31
Distance Learning.....	33
Literacy	34
Effective Literacy (ELF).....	41
Dyslexia.....	42
Early Learning in Arkansas (ELLA).....	44
Reading Recovery.....	46
English Learner Support Program - English for Speakers of Other Languages (ESOL).....	51
Science.....	55
Nutrition, Physical Activity and other School Health Issues	57

Tobacco Prevention and Other School Health Issues.....	61
Career and Technical Education.....	64
Behavioral Support Services.....	66
Arkansas Transition Services.....	68
Gifted and Talented Program.....	72
Educational Services for the Visually Impaired (ESVI).....	74
Mathematics.....	76
Secondary Math Coaches Professional Learning Community (PLC).....	78
Online Professional Development.....	79
Cognitively Guided Instruction (CGI).....	80
Extending Children’s Mathematics (ECM).....	81
Developing and Integrating Spatial Mathematics and Engineering Design (DISME)....	82
Special Projects.....	83
Professional Development Activities.....	90



Dr. Charles Cudney
Director

Mrs. Marcia Sanders
Assistant Director/TC Coordinator

Northwest Arkansas Education Service Cooperative
4 North Double Springs Road
Farmington, AR 72730
(479) 267-7450 FAX (479) 267-7456

TO: Arkansas Educators

FROM: Charles J. Cudney Ed.D., Director

SUBJECT: 2015-2016 Annual Evaluation Report

The Northwest Arkansas Education Service Cooperative continued progressive growth through 2015-2016. Under the leadership of Director Charles Cudney and Assistant Director/Teacher Center Coordinator Marcia Sanders, Northwest Arkansas Education Service Cooperative offered programs that the co-op has always provided while adjusting some of those programs to meet the ever changing needs of the 16 school districts we serve. NWAESC will continue to evolve and grow programs that are necessary to provide quality services to our school districts in an ever-changing environment. We have begun the daunting task of delivering support for the implementation of the Arkansas Curriculum Frameworks, ACT Aspire, and providing leadership in growing Career and Technical (CTE) in Northwest Arkansas and beyond. Our Board members are actively involved in their service to the cooperative and have provided a very sound shared vision.

The 2015-2016 annual report prepared by the staff of Northwest Arkansas Education Service Cooperative reflects information on the programs and grants conducted through the co-op for our 16 school districts and collaborative partners. The Northwest Arkansas Education Service Cooperative has 56 employees total, 9 of these employees are housed in schools or preschools, and we run 4 state programs. The Arkansas Department of Education Base Funding to the co-op is \$408,618.00 and the total budget is approximately \$4,931,344.00

One of the main purposes of the co-op is to be effective and efficient in the administration of programs for the schools. As a result, our 16 school districts, or a portion of these school districts, often share joint programs. Listed below are examples of these shared programs:

- | | |
|------------------------------------|-------------------------------|
| *APSCN Field Support | *Medicaid billing services |
| *Distance Learning Education | *School Health Nurse Services |
| *Early Childhood Special Education | *Technology Support Services |
| *Gifted and Talented Education | *ESVI Services |
| *Science Support Services | |
| *Teacher Center services | |

- *Career and Technical Education
- *Literacy Support Services
- *Math Support Services
- *Professional Development

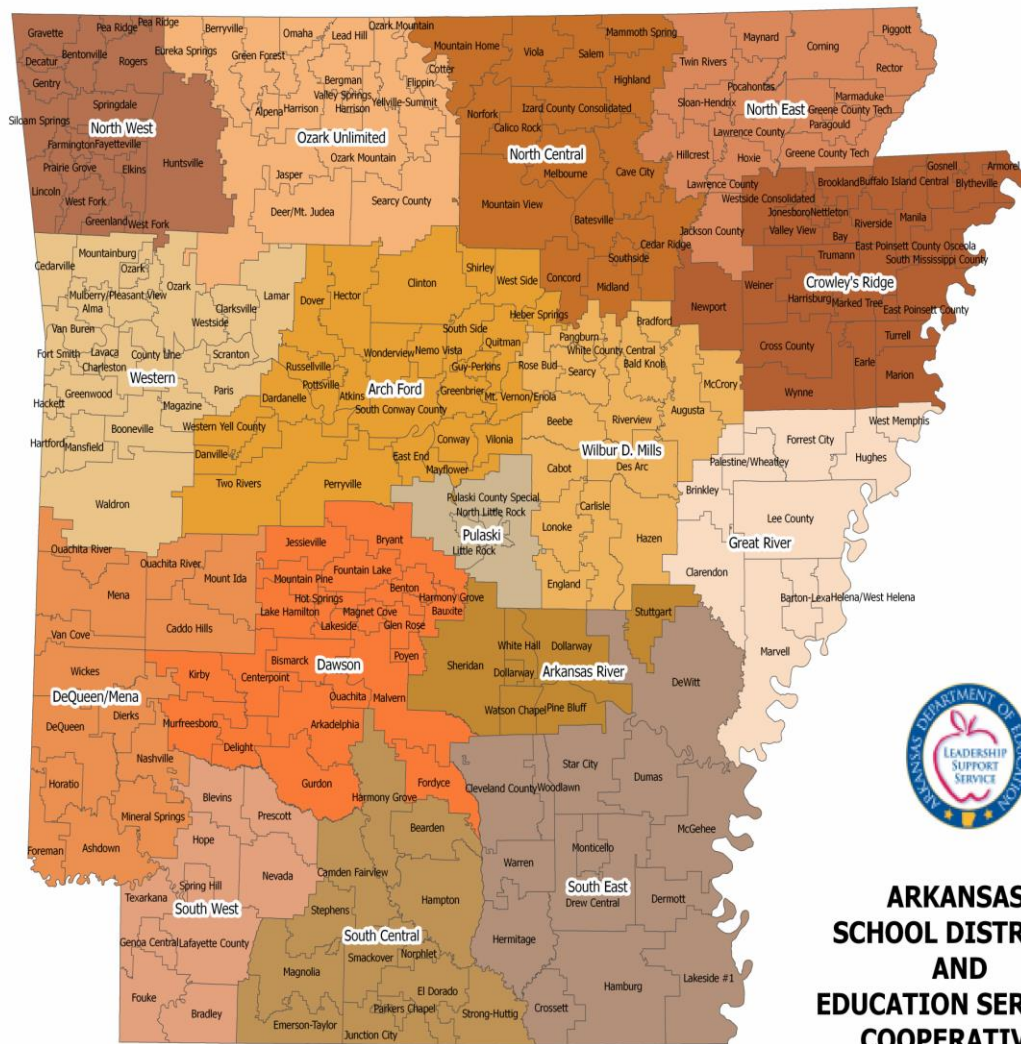
The co-ops of Arkansas have served as the implementation support agents for new state initiatives by providing extensive professional development and capacity building necessary to implement the undertaking of our state to improve student achievement. We plan to continue to effectively provide support for the Arkansas State Standards and the new teacher evaluation system as we move forward in a new era of teaching and learning. The mission of Northwest Arkansas Education Service Cooperative is to support and serve our school districts as they strive to provide a high quality education. Our staff looks forward to the challenges of the upcoming year.

“Serving the Schools, Serving the Children”

Northwest Arkansas Education Services Cooperative

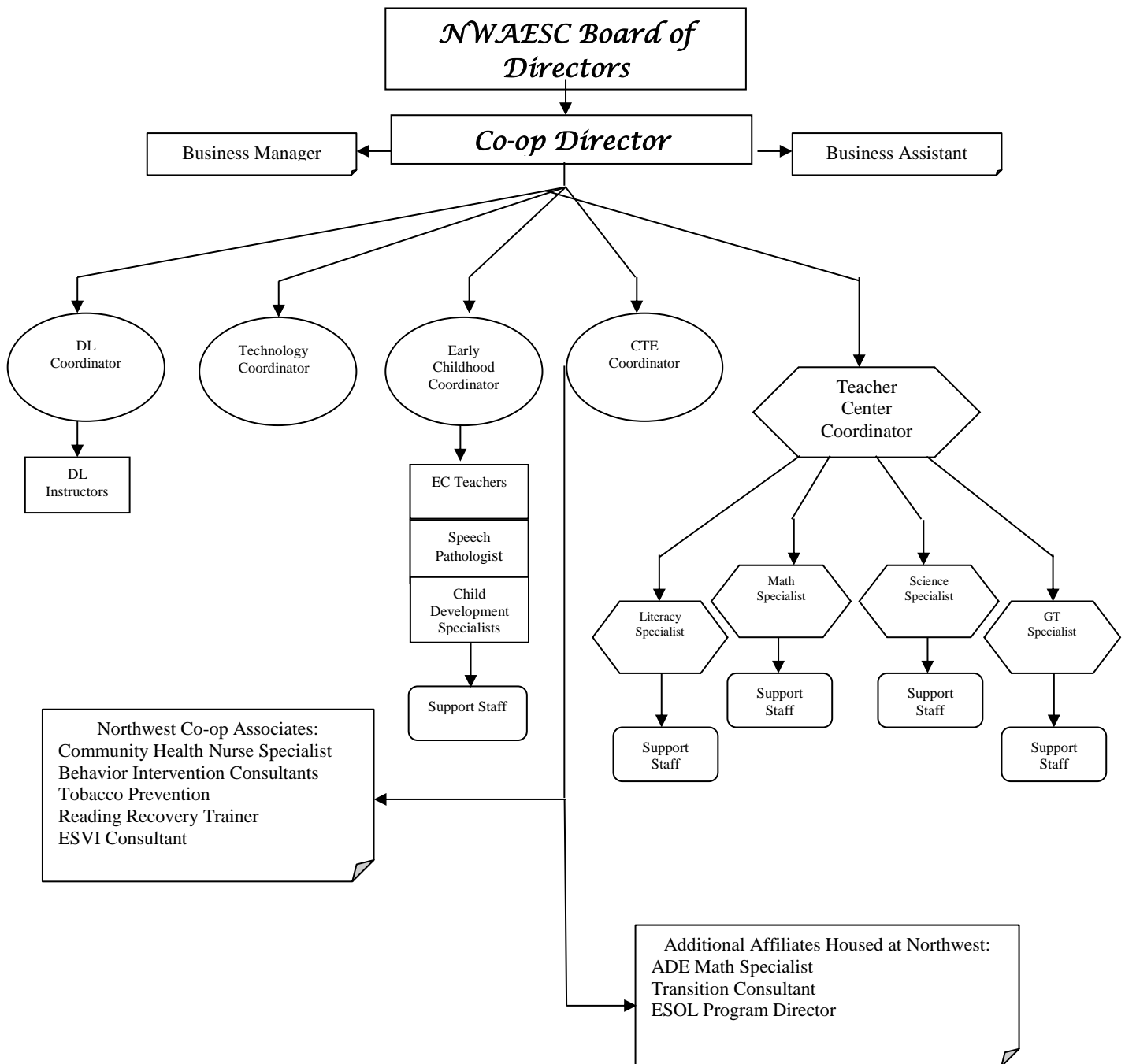
Mission Statement

The mission of the Northwest Arkansas Education Service Cooperative is to promote high expectations for positive leadership in order to effect desired change for educators and students in this region. We further seek to foster public and private sector educational partnerships as we seek to continuously enhance and expand the quality of programs and services for the schools we serve.



Northwest Arkansas Education Cooperative proudly serves Benton, Washington, and Madison Counties.

Northwest ESC Organizational Chart



Northwest Education Service Cooperative

Public School Districts served in Northwest Arkansas Education Service Cooperative:

Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork

Charter Schools served in Northwest Arkansas Education Service Cooperative:

Arkansas Arts Academy, Haas Hall, Northwest Arkansas Classical Academy, and Ozark Montessori

Officers of the Board

Name	Position	School District
Dr. Larry Ben	President	Greenland
Mr. Bryan Law	Vice-President	Farmington
Dr. Charles Cudney	Director/Ex-officio	NWAESC
Dr. Richard Page	Secretary	Gravette

Members of the Board

Name	Position	School District
Mr. Mike Poore	Board Member	Bentonville
Mr. Jeff Gravette	Board Member	Decatur
Mr. Dan Jordan	Board Member	Elkins
Mr. Bryan Law	Board Member	Farmington
Dr. Paul Hewitt	Board Member	Fayetteville
Dr. Randy Barrett	Board Member	Gentry
Dr. Richard Page	Board Member	Gravette
Dr. Larry Ben	Board Member	Greenland
Mr. Clint Jones	Board Member	Huntsville
Ms. Mary Ann Spears	Board Member	Lincoln
Mr. Rick Neal	Board Member	Pea Ridge
Dr. Allen Williams	Board Member	Prairie Grove
Dr. Janie Darr	Board Member	Rogers
Mr. Ken Ramey	Board Member	Siloam Springs
Dr. Jim Rollins	Board Member	Springdale
Mr. John Karnes	Board Member	West Fork

Northwest Arkansas Education Cooperative 2015-16 Teacher Center Committee

Committee Member	District	Position	Expires
Ms. Susan Jarrett	Arkansas Arts Academy	Middle School Teacher	2018
Mr. Tim Sparacino	Bentonville	Junior High Principal	2017
Ms. Devon Courtney	Decatur	Elementary Teacher	2017
Ms. Amy Evans	Elkins	Middle School Principal	2017
Ms. Julia Williams	Farmington	Elementary Principal	2018
Ms. Tonya Lopez	Fayetteville	Elementary Teacher	2016
Ms. Denise Waters	Gentry	Intermediate Principal	2017
Ms. Alison Schaffer	Gravette	High School Teacher	2018
Mr. Mary Lassiter	Greenland	High School Teacher	2017
Mr. Phillip Baker	Huntsville	High School Teacher	2018
Ms. Lindsay Bounds	Lincoln	Middle School Teacher	2018
Mr. Jon Laffoon	Pea Ridge	High School Principal	2016
Ms. Donna Mitchell	Prairie Grove	High School Teacher	2016
Ms. Francie Weaver	Rogers	Middle School Teacher	2018
Mr. Rusty Perkins	Siloam Springs	Intermediate Teacher	2016
Ms. Amber Stout	Springdale	Elementary Teacher	2018
Mr. John Karnes	West Fork	Superintendent	2016

Northwest Arkansas Education Service
Cooperative
2015-2016

Arkansas Department of Education...

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: June 2016

LEA# 072-21

ESC# 072-21

ESC NAME: Northwest Arkansas Education Service Cooperative

ADDRESS: 4 North Double Springs Road, Farmington, AR 72730

PHONE NUMBER: 479-267-7450 Fax: 479-267-7456

DIRECTOR: Dr. Charles Cudney

TEACHER CENTER COORDINATOR: Ms. Marcia Sanders

NAMES OF COUNTIES SERVED: Benton, Madison, and Washington

NUMBER OF DISTRICTS: 16

TOTAL NUMBER OF STUDENTS: 82,762

District	Total Number of Students	Percentage of Free/Reduced Lunches	Certified Personnel	Certified Classroom Teachers	Classified Personnel
-----------------	---------------------------------	---	----------------------------	-------------------------------------	-----------------------------

Bentonville	16,060	24.99%	1297	1181	582
Decatur	585	79.32%	73	62	44
Elkins	1,131	47.57%	102	83	66
Farmington	2,366	38.50%	199	165	106
Fayetteville	9,652	40.29%	795	611	648
Gentry	1,446	62.24%	152	129	91
Gravette	1,809	48.42%	153	132	122
Greenland	849	63.96%	95	79	57
Huntsville	2,286	66.84%	205	167	141
Lincoln	1,203	71.40%	136	115	61
Pea Ridge	1,930	43.26%	156	124	88
Prairie Grove	1,881	43.59%	163	131	73
Rogers	15,077	61.06%	1136	923	906
Siloam Springs	4,139	56.95%	340	270	237
Springdale	21,260	70.53%	1660	1370	1060
West Fork	1,088	50.92%	114	101	62

Totals	82,762		6,776	5,643	4,344
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I. GOVERNANCE:

A. How is the co-op governed? Board of Directors

How many members on the Board? 16

How many times did the Board meet? 11

When is the regular meeting? First Thursday of each month, unless other arrangements are made.

Date of current year's annual meeting: Thursday, June 2, 2016

B. Does the co-op have a Teacher Center Committee? YES X NO __

If yes, then:

How many are on the Teacher Center Committee? 17

How many members are teachers? 11

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? As scheduled (three times per year)

C. When was the most recent survey/needs assessment conducted? January 2016

D. Have written policies been filed with the Arkansas Department of Education?

Yes X No _____

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

S=State, F=Federal, H=Head Start, M=Medicaid, P=Private Funding, B=Base Funds, D=District Allocations

2015-2016 Employees						
	Last Name	First Name	Position	Funding Source	New Hire	Resigned
1.	Alagood	Leah	Child Development Specialist	S		
2.	Blount	Tom	Literacy Specialist	S		6-30-16
3.	Boerner	Deb	Reading Recovery Teacher Leader	S		
4.	Brown	Katelyn	Speech / Language Pathologist	S		
5.	Busch	Julia	Child Development Specialists	S		
6.	Butcher	Kelli	Community Health Nurse Specialist	*	2-29-16	
7.	Chavis	Lisa	Asst. Director Secretary / Teacher Center Secretary	B		
8.	Cornwell	Patti	Child Development Specialist	S	8-6-15	

9.	Cruce	Pam	APSCN - Financial Applications Field Support	*		
10.	Cudney	Charles	Director	B		
11.	D'Angelo	Jennifer	Speech / Language Pathologist	S		
12.	Day	Amy	Speech / Language Pathologist	S		7-1-15
13.	Devore	Colleen	Early Childhood Coordinator	S		
14.	Dobbins	Stephanie	Speech / Language Pathologist	S		
15.	Dougan	Kelli	Math Specialist	S		
16.	Driver	Larry	Gifted & Talented Specialist	S		
17.	Edgar	Cheri	Early Childhood Secretary	S		
18.	Estes	Lindsey	Paraprofessional	S	8-6-15	6-30-16
19.	Estes	Shem	Child Development Specialist	S		
20.	Evans	Samantha	Speech / Language Pathologist	S		7-1-15
21.	Ezell	Penny	Literacy Specialist	S	7-1-15	
22.	Florick	Wendy	Speech / Language Pathologist	S		
23.	Fosse	Desere	Child Development Specialist	S		7-1-15
24.	Gambert	DeeAnn	Speech / Language Pathologist	S		
25.	Graf	Darlene	Child Development Specialist	S		
26.	Gutierrez	Stephanie	Program Secretary	S	1-4-16	
27.	Hahn	Sheryl	Behavior Support Specialist	F		
28.	Holder	Marsha	ESVI Consultant	F		
29.	Hollowell	Jill	Child Development Specialist	S	8-6-15	6-30-16
30.	Hughes	Aaron	APSCN - Student Applications Field Support	*		
31.	Jaslow	Linda	Math Project Co-Director	S		
32.	Jensen	Bobbie	Speech / Language Pathologist	S		
33.	Johnson	Kara	Speech / Language Pathologist	S		
34.	Johnston	Paul	Transition Specialist	*		
35.	Karnatz	Sam	Technology Specialist	S		
36.	Kerr	Tricia	ESOL Program Director	*	7-1-15	
37.	Komarek	Cindy	Child Development Specialist	S	8-6-15	
38.	Lebeau	Matthew	Speech / Language Pathologist	S		
39.	Lefevre	Ashley	Community Health Promotions Specialist	*		
40.	Ludwick	Mandee	Paraprofessional	S	1-17-16	
41.	Marsh	Nancy	Community Health Nurse Specialist	*		12-31-15
42.	Matthews	Marla	Speech / Language Pathologist	S		
43.	McIntyre	Mary Ann	Behavior Support Specialist	F		
44.	McLaren	Lisa	Paraprofessional	S	8-19-15	
45.	Minkel	Julie	Licensed Professional Counselor	S		
46.	Moery	Mary Catherine	Speech / Language Pathologist	S	8-6-15	
47.	Onstott	Carol	Child Development Specialist	S		
48.	Parrish	Dianne	Business Manager	B		9-30-15
49.	Pickering	Cheryl	Career & Technology Education Coordinator	S		
50.	Ramer	Michael Ann	Speech / Language Pathologist	F		
51.	Radford	Tabitha	Speech / Language Pathologist	S		7-1-15
52.	Rhame	Virginia	Science Specialist	S		
53.	Rieger	Tina	Child Development Specialist	S		
54.	Rush	Donna	Literacy Specialist	S		
55.	Sanders	Marcia	Assistant Director / Teacher Center Coordinator	B		

56.	Schumacher	Lynn	Speech / Language Pathologist	S		
57.	Smith	Gordon	Distance Learning Coordinator	S		
58.	Smith	Lorinda	Program Secretary	S		12-11-15
59.	Smith	Rebecca	Speech / Language Pathologist	S	8-6-15	
60.	Storm	Tina	Program Secretary	S		
61.	Tomlinson	Melody	Maintenance / Housekeeping	B		
62.	Vanhook	Jakki	Business Manager	B	7-17-15	
63.	Vockroth	Rebecca	Speech / Language Pathologist	S		6-30-16
64.	Whorton	Kathy	Medical Records / Office Assistant	S		
65.	Wohlford	Patti	Business Assistant	B		
66.	Yates	Mitzi	Child Development Specialist	S	8-6-15	

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES [X] NO []

If yes, then:

Approximate the number of titles in media center: 72

Does the co-op provide delivery to the districts? YES [] NO [X]

How many districts participate in the media program? 16

How many titles (including duplicate counts) were provided to schools during this current year? 2

Do districts contribute dollars to the media services? YES [] NO [X]

If yes, then:

How are media / technology charges per district determined (formal or per ADM)? N/A

Please describe:

Does the co-op operate a "make-and-take" center for teachers? YES [X] NO []

If yes, then:

How many teacher visits have been made to the center? 125 (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☐ Cooperative purchasing
- ☐ Planning assistance
- ☒ Special education services
- ☒ Gifted and talented assistance
- ☐ Grant writing assistance
- ☐ Personnel application
- ☒ Evaluation procedures
- ☐ Migrant student Identification
- ☒ Bookkeeping assistance
- ☒ Technology training
- ☒ Curriculum alignment
- ☐ Business Management training
- ☐ Computer technician
- ☐ C.P.E.P. administration
- ☒ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☒ Math coaches training
- ☐ TARGET interim assessments
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and local board members

- ☐ Other (please specify)
- ☐ _____

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ Student assessment program
- ☒ Itinerant teachers – please list areas: Early Childhood
- ☒ Occupational therapy and physical therapy
- ☐ Computer-assisted instruction
- ☒ Mentor programs: Novice Teacher Mentoring System
- ☒ Gifted/talented programs: 16 participating districts
- ☐ Video instruction
- ☒ Speech therapist
- ☒ Low incidence handicapped
- ☒ Other (Please specify):
Early Childhood Special Education 3-5 years of age,
Behavioral Intervention Consultants, Nursing Services

VI. ANECDOTAL REPORTS

The Northwest Arkansas Education Service Cooperative (NWAESC) continued the work to support regional schools in a plethora of ways, including implementation of State Standards, preparation for ACT Aspire assessments, support for TESS and LEADS implementation, alignment of K12 schools with higher education and with business and industry needs, etc. Toward that end, workshops were held at the Co-op as well as onsite in the district. Additionally, some other highlights are listed below:

- NWAESC math and literacy specialists continued their work with the Math and Literacy Design Collaboratives to support regional participating high schools as they endeavored to improve instruction to better align with state standards and assessments. This work, which began with two pilot buildings in 2011-12, continued with four more buildings and approximately 75 more

teachers in 2012-2013, continued to expand in 2013-2014 with the addition of fourteen buildings from eight districts and a total of 147 teachers. In 2014-2015, Elkins and Lincoln joined the Collaborative, as did the Career and Technical division in the Rogers District. While no new buildings were added in the 2015-2016 school year, specialists continued to support the work that was begun previously.

- A K-5 program that was begun in 2013-2014 math called Analyzing Content, Connections, and Progressions Project continued into Year Three during the 2015-2016 school year. This 8-day program found approximately 65 K-5 teachers continuing to meet monthly, joined at times by their building principals, to dig more deeply into the math content of the Common Core State Standards to better understand the progression of learning for kindergarten through fifth grade students. This year the focus was on developing pacing guidance documents and common assessment items to guide teachers in understanding how their students were progressing toward the understanding of the math standards.
- NWAESC, in collaboration with the Education Renewal Zone, continued the P-20 Partnership with two- and four-year colleges, NTI, and other post-secondary institutions to improve the vertical alignment between K-12 education and postsecondary. While working with the ERZ to further study the preparation needed for students to successfully transition from one level of education to the next, the group also continued its examination of how well prepared preservice candidates are for the classroom.
- In connection with the P-20 Partnership hosted its first “E.Y.E. to the Future: Education, Youth, and the Economy” one-day conference in June, 2014 with the purpose of developing a working partnership with area Chambers of Commerce, business and industry. Attendance exceeded expectations and evaluations were positive, as educators and community leaders met in small groups to examine various pathways students might choose as a career path. The 2015 event was held at Rogers Heritage High School, with increased participation from the Business Community.
- To continue the support for administrators with TESS and LEADS, various sessions were held throughout the year that included coaching sessions with Jim Johnson, workshops for new and experienced teachers to better develop their understanding of the Danielson Framework and TESS rubric.
- NWAESC hosted their third Career and Technical Education Advisory Committee meeting on March 15th – 16th. Because of the increase in size, the event was moved from the NWAESC campus to that of the Northwest AR Community College in Rogers. Educators and business leaders from the region joined students and state CTE leaders to discuss the challenges high school students face as they prepare to enter the job market, whether it be after high school or after a postsecondary education.
- NWAESC’s Technology Coordinator continued to work with each of the sixteen districts plus the area’s three charter schools, to ensure that their buildings were technologically prepared for the first ACT Aspire administration.
- Because of the number of second language learners in the region, ADE now houses the English for Speakers of Other Languages (ESOL) Program Director position at NWAESC. This move has

greatly benefitted the educators not only in the NWAESC region, but also neighboring schools – which house nearly 3/4s of the state’s English learners.

- Through a grant from area business leaders, NWAESC coordinated the visits of superintendents and other school leaders to four world class career centers around the country. All 16 districts participated in these visits which included the following schools:
 - Francis Tuttle Career Center – Oklahoma City, OK
 - Center for Advanced Research and Technology (CART) – Clovis, CA
 - Kent Career Tech Center – Grand Rapids, MI
 - Aviation High School – Long Island City, NY

The purpose of these visits was to identify specific components that were critical to the success and longevity of these four institutions and to identify the program indicators essential to the success of such programs. A report concerning these visits and the resulting information gleaned was made to the State Board of Education at their regularly scheduled Board Meeting on Friday, May 13th.

- A Literacy Council was formed in late spring that will be useful in guiding the literacy development of students in this region. The Council has identified three goals for the 2016-2017 school year:
 1. Set suggested regional expectations for DIBELS cut scores and Benchmarks for Guided Reading levels.
 2. Create a possible Training for Elementary Principals for K-1 Phonics
 3. Collaborative Effort to Embed Structured Literacy Videos to build teacher knowledge
- NWAESC has formed partnerships with area business organizations to further the work of career development in the region. Below are some examples of these partnerships.
 1. NWAESC leadership meets monthly with the Springdale Chamber of Commerce’s workforce education committee and assisted them with their Workforce Summit in November 2015. A member of the Chamber’s Workforce Committee also visited the Tuttle Vocational Center with the NWAESC group in December 2015.
 2. NWAESC works with the Bentonville/Bella Vista Chamber of Commerce to promote their “BIZ+ED” program each year. This provides an opportunity for small businesses in the region to submit challenges they are facing and these challenges are shared with area high school student teams. The teams are trained in the Lean Canvas model of problem solving, given a specified amount of time to apply the LC model to their assigned issue before returning to present their solution to the group. A winning team is announced and they are awarded both cash and an internship with the company whose problem they solved.
 3. NWAESC works with the Rogers-Lowell Chamber of Commerce to promote their K2J visits in the fall and spring to local businesses. This provides area administrators, counselors, and CTE teachers the opportunity to both visit a local industry or business to learn more about job opportunities contained within these companies and to work in small groups with local business leaders to identify challenges and possible solutions faced by business when hiring.

4. NWAESC works regularly with the NWA Council to support the growth of CTE in the region and to help schools understand the workforce needs of our region so that they may better align their programs to the jobs that are available in NWA.
- In July 2015, NWAESC hosted Solution Tree's PLC Institute at Har-Ber High School in Springdale. This event, attended by over 1,050 educators from not only NWA, but also other parts of the state and nation, provided area educators the opportunity to learn from multiple national leaders in the area of Professional Learning Communities. The event, led by Drs. Richard and Rebecca DuFour, was held over three days.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of new females employed by the cooperative for the 2015-2016 school year: 14

For this number above, please provide the number in each of the following racial classifications:

White 14

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 0

For this number above, please provide the number in each of the following racial classifications:

White 0

African American 0

Hispanic 0

Asian 0

American Indian/Alaskan Native 0

Number of females terminated by the cooperative during the 2015-2016 school year: 11

For this number above, please provide the number in each of the following racial classifications:

White 11
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 1
For this number above, please provide the number in each of the following racial classifications:

White 1
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Number of females seeking employment by the cooperative during the 2015-2016 school year: 48
For this number above, please provide the number in each of the following racial classifications:

White 48
African American 0
Hispanic 0
Asian 0
American Indian/Alaskan Native 0

Northwest Arkansas Education Cooperative 2015-2016

Program Summaries...

PROGRAM: Teacher Center

FUNDING SOURCE: Base

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X NON-RESTRICTED ___**

PARTICIPATING DISTRICTS:

Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Marcia Sanders	Assistant Director/Teacher Center Coordinator	M.S.Ed.
Lisa Chavis	Teacher Center Administrative Assistant	N/A

GOAL:

To provide teachers, administrators, and support staff with professional growth opportunities in order to expand knowledge, enhance skills, and develop new strategies and techniques is the major focus. Professional Development and the Teacher Learning Center are the primary responsibilities of this program.

PROGRAM SUMMARY:

Professional Development is offered through the Co-op as a means of continually educating and updating educators, including administrators. Offerings are based on the expressed needs from districts, through the Teacher Center Committee, advisory committees (e.g., Principals' Forums, Federal Program and Curriculum Coordinators meetings, etc.), the Board of Directors, administrators, and teachers, as well as state initiatives/mandates.

These opportunities included, but were not limited to, trainings such as

- Math – Mathematics Design Collaborative, CGI (Cognitively Guided Instruction), ECM (Extending Children's Mathematics), Developing and Integrating Spatial Mathematics and Engineering Design, Data Modeling, Math Science Partnership grant-related trainings, on-site visits to schools to provide targeted assistance, etc. Analyzing Content, Connections, and Progressions Project (ACCAPP) continued its third year to strengthen the mathematical understanding of K-5 teachers.
- Literacy –Workshops were held at both the co-op and in the districts on requested topics e.g., close reading, complex texts, argumentative writing, etc. Specialists made site visits to schools to provide targeted assistance in the areas of reading and writing, dyslexia awareness, etc.
- Science – both pure science workshops and literacy in the content area trainings for science teachers, lesson writing, examination of Arkansas Science Standards. The trainings included onsite and, even, overnight excursions led by specialists in various fields of science.

- Other content areas were addressed through workshops/trainings and onsite visits: Social Studies, Arkansas History, Career and Technical Education, Health and Wellness, etc.
- Art, Music, Drama – Since 1991, NWAESC has partnered with the Walton Art Center and the Kennedy Center of the Performing Arts to provide quality arts integrated education in this area. Two three-day sessions were held during Summer 2015
 - AR Teacher Institute was conducted by Kennedy Center Performing Artist Randy Barron
 - Arts With Education Institute (AWE) - which was led by Kennedy Center Performing Artist Sean Layne.

All sixteen districts were provided a Professional Development Report three times during the year. This report lists the training titles, dates, hours, etc. as well as the names of the educators who attended in order to provide necessary documentation for licensure requirements.

The Northwest Arkansas Education Service Cooperative and the Arkansas Department of Education continue to work together to support districts in the state initiatives and mandates, particularly those related to the adoption and implementation of new state standards, the ACT Aspire state-mandated assessment system, Teacher Excellence Support System (TESS) and Leader Excellence And Development System (LEADS). These initiatives continue to be the driving forces for increasing student achievement. All NWAESC districts have been involved in the various professional development opportunities provided at the local and state levels. With the support from the Arkansas legislature, the Arkansas Department of Education, other education cooperatives, and the local districts, K-12 educators now have the resources to align their curriculum to the Arkansas content frameworks (in disciplines where appropriate), and to increase student achievement to meet these standards. The NWAESC works with the ADE School Improvement Specialists to address schools' professional development needs as reflected in their ACSIP (Arkansas Comprehensive School Improvement Plan), as needed.

The Teacher Learning Center (TLC) is a make/take room provided for teachers' usage that offers a wide range of equipment and materials at a very minimal cost. The availability of laminators, opaque projectors, lettering, and poster machines, cutters with over 600 dies, as well as construction paper, poster board, and transparencies make it easier for teachers to create lasting, colorful visual aids for the classroom. Additional resources include: badge makers, book binders, poster maker and various resource books. Training on the use of equipment and assistance with appropriate learning materials for classroom use is readily available. The TLC may be used by member districts' staff as well as other private, public, and home-schooling educators.

PROGRAM: NWAESC Early Childhood

FUNDING SOURCE: Federal, State, and Local

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X NON-RESTRICTED ___**

PARTICIPATING DISTRICTS:

Bentonville, Decatur, Gentry, Gravette, Rogers, Siloam Springs, Pea Ridge, Elkins, Farmington, Fayetteville, Greenland, Lincoln, Prairie Grove, Springdale, West Fork, Huntsville

PERSONNEL:

Leah Alagood	Child Development Specialist	Bachelor's degree
Katelyn Brown	Speech Language Pathologist	Master's degree
Julia Busch	Child Development Specialist	Master's degree
Patti Cornwell	Child Development Specialist	Bachelor's degree
Jennifer D'Angelo	Speech Language Pathologist	Master's degree
Shem Estes	Child Development Specialist	Bachelor's degree
Wendy Florick	Speech Language Pathologist	Master's degree
Dee Ann Gambert	Speech Language Pathologist	Master's degree
Darlene Graf	Child Development Specialist	Master's degree
Stephanie Grey	Speech Language Pathologist	Master's degree
Jill Holloway	Child Development Specialist	Master's degree
Bobbie Jo Jensen	Speech Language Pathologist	Master's degree
Kara Johnson	Speech Language Pathologist	Master's degree
Cindy Komarek	Child Development Specialist	Master's degree
Matt LeBeau	Speech Language Pathologist	Master's degree
Marla Matthews	Child Development Specialist	Master's degree
Mary Catherine Moery	Speech Language Pathologist	Master's degree
Colleen Mick	Early Childhood Special Education Coordinator	Master's degree
Julie Minkel	Preschool Behavior Intervention Consultant	Master's degree
Carol Onstott	Child Development Diagnostician	Bachelor's degree
Michael Ann Ramer	Speech Language Pathologist	Master's degree
Tina Rieger	Child Development Specialist	Master's degree
Lynn Schumacher	Speech Language Pathologist	Master's degree
Rebecca Vockroth	Speech Language Pathologist	Master's degree
Mitzi Yates	Child Development Specialist	Bachelor's degree

Early Childhood Non-Certified Staff:

Lindsey Estes	Paraprofessional
Lisa McLaren	Paraprofessional
Mandee Parsons	Paraprofessional

Kathy Whorton
Cheri Edgar

Secretary/Medicaid Billing
Secretary

Contracted Services (as needed):

Physical Therapy
Occupational Therapy
Language Interpreters
Audiological Evaluations
Vision Assessments
Psychological Evaluations

GOAL:

To provide free appropriate public education to children with special needs ages three through five.

PROGRAM SUMMARY:

The Early Childhood Special Education Program provides developmentally appropriate services through an Individual Education Program for children with disabilities ages three through five. These services are mandated under the Individuals with Disabilities Education Act 1997 (IDEA) and provided by the Early Childhood Program on behalf of the 15 school districts in the Co-op area.

Services provided include screening, evaluation, preschool instruction, speech/language therapy, physical/occupational therapy, counseling, and other services as needed at no cost to the family. Services are provided in a variety of settings, including preschool and Head Start classrooms, a self-contained classroom, private homes, and central locations such as churches, libraries, youth centers, community buildings, and school facilities. The staff works on an itinerant basis traveling to all 16 school districts to provide service to preschool children in the most appropriate environment.

A child may be eligible for special services if he/she is experiencing difficulties which may interfere with normal development in speech/language, vision, hearing, motor skills, behavioral/social skills, self-help skills, or cognition/readiness skills. The majority of children have speech and language disorders, any of which can be remedied much more efficiently at these early ages and provide the child with the ability to enter kindergarten with no deficit. Research shows that this is beneficial to social development as well as development of reading skills. Children with more severe disabilities are also treated. These disabilities include autism, hearing impairment, cerebral palsy, cleft palate, general developmental delays, traumatic brain injury, personal/social/behavioral disorders, and attention deficit disorder. Children with these disorders are much better prepared for entering kindergarten after receiving Early Childhood services. Their parents are initiated into the special education services gradually and caringly. State and national research shows that dollars spent on early intervention are saved in later public education costs.

MAJOR HIGHLIGHTS OF THE YEAR:

- Served over 600 children with Individualized Education Plans
- Received over 1200 screening requests

- Provided training for community preschool programs
- Provided consultative services to improved general education programs for all students
- Provided parent training

PROGRAM: ADE/APSCN Financial Management Systems Field Analyst

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED ___ **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Arkansas Arts Academy, Bentonville, Boston Mountain Coop, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall – Fayetteville, Haas Hall – Bentonville, Huntsville, Lincoln, NW Coop, Ozark Montessori, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Pam Cruce APSCN Financial Field Analyst

GOAL:

To provide end-user support to district financial users of the Arkansas Public School Computer Network Financial Management System, convert schools to new APSCN FMS software, and help with meeting Federal and State reporting requirements.

PROGRAM SUMMARY:

The APSCN Financial Field Analyst provides services to districts within Arkansas that utilize the Arkansas Public School Computer Network Financial Management System software. APSCN FMS software is used primarily to process and record financial transactions. The Pentamotion financial management systems applications provided by APSCN include the following integrated modules: Fund Accounting, Human Resources, Fixed Assets, Budget Preparation, Personnel Budgeting, Purchasing and Warehouse. The APSCN Financial Field Analyst provides technical and accounting assistance for all of the modules. The Analyst also provides technical and practical assistance for Monthly Reporting, Financial Report Cycles. Various trainings offered throughout the year include, but are not limited to, changes to Federal and State reporting requirements, training and support new school financial personnel, Financial Cycle Reporting, Fiscal Year End, and Calendar Year End. And converting schools to new APSCN FMS software.

PROGRAM: APSCN

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X NON-RESTRICTED ___**

PARTICIPATING DISTRICTS:

Arkansas Arts Academy, Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, Huntsville, Lincoln, Northwest Arkansas Classical Academy, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, Northwest Co-op, Berryville, Eureka Springs, Ozark Montessori, and Green Forrest

PERSONNEL:

Aaron Hughes APSCN SMS Field Analyst Bachelors in Physical Education, Psychology.
(*Proficient in computer operations, applications, and an expert user of computer productivity software, such as Microsoft Word, Excel, Access, and PowerPoint, eSchoolPlus, and TAC/HAC.*)

GOAL:

To provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and meeting statewide guidelines.

PROGRAM SUMMARY:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS Statewide Student Management System Software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGuard Pentamation Student Management Systems Applications, provided by APSCN, includes: Demographics, Attendance, Scheduling, Report Cards, Discipline, and Medical. With the use of nine cycles yearly, districts electronically submit data to the ADE.

The Student Field Analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover. The Student Applications Field Analyst is also responsible for training Northwest Arkansas School Districts in APSCN eSchool Scheduling Module, training school districts on entering Data regarding student demographics, updating the Table, Room, and Teacher Catalog, Verified Data in Modules and/or Configuration, as well as, training Northwest Arkansas School Districts on using and troubleshooting computer application programs supported by APSCN, such as eSchoolPlus and IBM Cognos business tools for building reports.

The Field Analyst provides technical assistance to public school districts personnel regarding software applications, including but not limited to, the eSchoolPlus Student Management Software Systems, instructions on the process and procedures for pulling, and entering, state reported data for loading into the statewide data warehouse, and teaches others to use the Cognos business tools to create ad-hoc reports from data stored in the statewide data warehouse.

The Analyst researches, and resolves, problems and issues for district users of the online Teacher Access Center and Home Access Center (TAC/HAC). It creates, edits, and reviews training and procedural documentation and presentations. In addition, it provides computer training workshops on APSCN software applications to Northwest Arkansas School Districts.

MAJOR HIGHLIGHTS OF THE YEAR:

Implementation/training of the eSchool Software to Phase 4 and Phase 5 districts

85 Total Training Days

- 25 days at Little Rock APSCN
- 20 days at OUR Co-op
- 40 days at Northwest Co-op

PROGRAM: Technology

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Sam Karnatz Technology Coordinator

GOAL:

The goal of the Technology Program is to provide technology information and support throughout our member district area. The Technology Coordinator administers and supports the computer network, 2 computer training labs, 3 Device Carts, and over 140 PC's, Servers, and other devices at the coop. It is a further goal of the Technology Department to provide training and support for member district staff and internal NWAESC staff. Since the state of Arkansas announced its participation in the PARCC testing for common core the NWAESC TC has supported the rollout of testing initiatives and will continue to support districts in the 2016-17 school year with Common Core State Standards (CCSS) and the ACT Aspire online assessment.

PROGRAM SUMMARY:

The Technology Coordinator is a resource for districts to utilize as needed. The Technology Coordinator supplies pertinent information on new technologies, statewide initiatives, and training opportunities. Support for the NWAESC LAN including file server administration, desktop support and staff development training for Co-op staff is provided. Duties also include supporting the Co-op website. Another primary role of the Technology Coordinator is to support the hundreds of workshops held at the cooperative during the year. This includes supporting workshop presenters, loading specific software required for workshops, providing necessary hardware for participants, and resolving technical issues as they arise.

MAJOR HIGHLIGHTS OF THE YEAR:

- Brought in numerous vendors including: CXTech, Dell, HP, and Apple to support / train member district technology staff on new products and services
- Visited 5 NWAESC districts as part of the preparation for ACT Aspire testing
- Upgraded Server version from Server 2008 to Server 2012R2 and installed new Server Rack
- Attended various Arkansas DIS professional development sessions including: VLAN, SCCM, and State Firewall.

- Visited multiple district campuses to perform Network bandwidth and infrastructure performance with Fluke Networks Etherscope network scan tool
- Participated with state teacher leaders at the annual TIE Cadre conference, the Arkansas Conference of Technology, and ARKSTE.

PROGRAM: Digital Learning/Technology

FUNDING SOURCE: \$36,000 Cooperative Funding

COMPETITIVE GRANT: Yes ___ No x

RESTRICTED X NON-RESTRICTED ___

PARTICIPATING DISTRICTS:

(Gravette, Decatur, Gentry, Siloam Springs, Lincoln, Prairie Grove, Farmington, Greenland, West Fork, Huntsville)

PERSONNEL:

Gordon Smith DL Coordinator Masters

GOAL:

(The goals were created by Act 2325 of 2005: To help alleviate the increasing shortage of qualified teachers, to provide additional course scheduling opportunities, an enriched curriculum and additional course beyond those mandated by Arkansas Standards, and to make available online professional development and instructional resources for all teachers and administrators.)

We are now following the Digital Learning Guidelines, Act 1280. Requiring all students entering the 9th grade during the 2014-015 and all students following to have at least one digital class before graduation. NWAESC is working with the member districts to help them meet the 1280 requirements.

PROGRAM SUMMARY:

2015 - 2016 school year the DL office has worked with 12 schools. The 4 largest districts will receive some assistance this year also. The Northwest Districts are receiving classes from all of the Arkansas providers and making use of the program as it was designed, NWAESC has partnered with APSRC to offer 1400 courses to our districts online.

MAJOR HIGHLIGHTS OF THE YEAR:

- Created, designed and maintained MOODLE projects for Co-op Specialists we have over 400 teachers that are either taking PD or have taken a training
- Created MOODLE for all Co-op Coordinators
- Visited each participating district at least twice the first semester.
- Worked with the committee to streamline the PD scheduling

PROGRAM: Literacy

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Bentonville, Benton County School of the Arts, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Donna Rush	Literacy Specialist	ME/Reading, Education BSE
Tina Storm	Program Secretary	Business Education

GOAL:

The primary goals of the Literacy Specialist are to promote, develop, and support effective literacy instruction for all K-12 students through a combination of professional development and technical support for teachers, administrators, and parents. Assistance with the Arkansas Curriculum Frameworks for English Language Arts is designed to increase student achievement to ensure college and career readiness for all students.

PROGRAM SUMMARY:

Professional Development programs are designed for literacy development in language arts, reading development, and content classrooms. Implementation is achieved with on-site support with classroom teachers, instructional facilitators, and administrators. Special projects and grant programs are also cooperatively conducted with the Arkansas Department of Education, such as:

Literacy Design Collaborative:

Designed to make literacy instruction the foundation of the core subjects, LDC (Literacy Design Collaborative) offers a planning approach in which literacy is a venue for learning content. In LDC, teachers use a systematic framework for developing reading, writing, and thinking skills within various disciplines. The LDC tools embed the Common Core Literacy Standards for ELA/Literacy into content-area instruction. LDC teaching tasks are student assignments that teachers create by using LDC template tasks and filling in their choices of texts to be read, writing to be produced, and content to be addressed. A typical LDC teaching task is designed for students to develop their responses over two to four weeks of classroom time.

Instructional Facilitation K-12

The instructional facilitation program provides ongoing training and assistance to districts with the instructional facilitators. This site-based professional development is based on the research of Stephen Barkley, Jim Knight, and Diane Sweeney.

Strategic Instruction Model (SIM)

The University of Kansas-Center for Research on Learning has developed the Strategic Instruction Model ® to address the learning needs of at-risk adolescent learners. Learning strategies such as word

identification, word mapping, sentence writing proficiency, and paraphrasing are taught explicitly through eight stages of learning. Content enhancement routines are also taught to provide instructional tools that help learners organize and recall information as they work with the Common Core State Standards in their content classrooms.

MAJOR HIGHLIGHTS OF THE YEAR:

- July 2 Professional Development Text Dependent Questions Grades 6-12 14 Participants
- July 22 Professional Development Research for Grades 6-12 12 Participants
- July 28 Professional Development LDC Day 1 6 Participants
- July 29 Professional Development LDC Day 2 6 Participants
- July 30 Professional Development LDC Day 3 6 Participants
- August 11 Professional Development Differentiated Instruction Fayetteville Vantage Point 20 Participants
- August 13 Professional Development Formative Assessment and RTI Greenland 30 Participants
- September 18 Professional Development Capacity Building for Instructional Facilitators 16 Participants
- October 12 Professional Development Instructional Facilitators Huntsville 6 Participants
- October 23 Professional Development Capacity Building for Instructional Facilitators 19 Participants
- October 26, Professional Development SIM Proficiency in Sentence Writing Pea Ridge 35 Participants
- November 2 Professional Development Instructional Facilitators Huntsville 6 Participants
- November 10 and 11 Facilitated the Revision of English Language Arts Standards
- December 11 Professional Development Capacity Building for Instructional Facilitators 27 Participants
- January 12 Professional Development Instructional Facilitators Huntsville 6 Participants
- January 18 Professional Development Understand ACT Aspire Springdale 25 Participants
- January 22 Professional Development Capacity Building for Instructional Facilitators 19 Participants
- February 9 Professional Development Instructional Facilitators Huntsville 6 Participants
- February 26 Professional Development Capacity Building for Instructional Facilitators 25 Participants
- April 1 Professional Development Capacity Building for Instructional Facilitators 15 Participants
- April 21 Professional Development Instructional Facilitators Huntsville 6 Participants

PROGRAM: Literacy

FUNDING SOURCE: ADE Learning Services Division, K-12 Literacy

COMPETITIVE GRANT: Yes ___ No X

RESTRICTED X **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Bentonville, Benton County Arts Academy, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Thomas Blount	Literacy Specialist	M.A. K-12 Literacy/ BA- English and social studies
Tina Storm	Program Secretary	Business Education

GOAL:

The primary goals of the Literacy Specialist are to promote, develop, and support effective literacy instruction and integration with content subjects for all K-12 students through a combination of professional development and technical support for teachers, administrators, and parents. Assistance with the Arkansas State Standards is designed to increase student achievement and performance, which, in turn, should ensure college and career readiness for all students graduating from area high schools.

PROGRAM SUMMARY:

Professional Development programs are designed for literacy development in language arts, reading development, and content classrooms. Implementation is achieved with on-site support with classroom teachers, instructional facilitators, and administrators. Special projects and grant programs are also cooperatively conducted with the Arkansas Department of Education. Specific implementation and support has been provided for the following programs over the past year:

AR History Commission Collaboration

The AR History Commission staff and I have collaborated to provide awareness and use of the Commission's vast library of resources...

Strategic Instruction Model (SIM)

The University of Kansas-Center for Research on Learning has developed the Strategic Instruction Model ® to address the learning needs of at-risk adolescent learners. The AALI, Arkansas Adolescent Learning Institute, is our AR state coordinated SIM clearinghouse, housed at the Mashburn Center at the University of Central Arkansas. Learning strategies such as word identification, word mapping, sentence writing proficiency, and paraphrasing are taught explicitly through eight stages of learning. Content enhancement routines are also taught to provide instructional tools that help learners organize and recall information as they work with the Arkansas State Standards in their content classrooms.

Writing Instruction for the CLASS

In addition to the CLASS professional development, writing instruction to support the AR State Standards is focused on argumentative and informative/explanatory writing. Teachers help students examine the use

of mentor texts and identify the characteristics of the genre. Students experience writing with a wide variety of formats for specific audiences and purposes.

Another writing support that has been made available to several schools is the 6+1 Writing Traits program. Schools that implement the Traits have demonstrated increased writing achievement as evidenced by assessments.

Instructional Facilitation K-12

The instructional facilitation program provides ongoing training and assistance to districts with the instructional facilitators. This site-based professional development is based on the research of Stephen Barkley, Jim Knight, and Diane Sweeney. This professional development program is divided into a two year sequence of topics for study.

School Improvement Support

Literacy specialists are available to assist in the school improvement process. Support could include meeting with the school support team, revision and implementation of the school's ACSIP, data analysis, and other targeted support as necessary.

Literacy Design Collaborative

The Literacy Design Collaborative is a partnership between the ADE, SREB, and the national LDC office to provide AR SS implementation assistance to grades 6-12 content subject teachers. The LDC provides lesson templates and on-site support to help teachers create effective CCSS lessons and to design learning modules that will prepare students for the increased rigor demanded by the CCSS. As more schools apply for the program, I am available to assist the support teams assigned to the various schools.

On-site Support as Requested

Literacy specialists are available upon request to provide on-site professional development, technical assistance, and consultation on a variety of literacy needs and requests.

MAJOR HIGHLIGHTS OF THE YEAR:

- Literacy unit professional development on disciplinary literacy, especially for social studies, has continued to provide workshop resources on research, rigorous reading, and text dependent topics for both narrative and expository texts to be used with our 2016 summer workshops.
- UCA Arkansas Adolescent Literacy Institute sponsored Strategic Instruction Model (SIM) conferences, state updates and professional development. Updates included program evaluation and design considerations to most efficiently and effectively disseminate the resources statewide. This work was also coordinated with the University of Kansas - Center for Research and Learning.
- Facilitated capacity building and sustainability of the SIM strategies encompassed a majority of the on-site contacts with the Bentonville junior high schools. This effort continued with Bentonville (2) staff completing the mentoring phase of the SIM Learning Strategies professional developer certification process. As a mentor, my role is to support and enhance their SIM professional development. The two Bentonville staffs are now preparing to enter the professional developer certification process for the SIM content enhancement routines. They have been active this past

year with staff development and classroom instruction with both the Learning Strategies and the various Content Enhancement Routines... I was able to support their teachers and students by providing job-embedded professional development in 18 classrooms of three junior high schools. Not only was the strategy implementation vastly improved, but the students achieved demonstrable growth as measured on the MAPS assessments.

- The SIM Content Enhancement Routines were also integrated with the Literacy Design Collaborative development of mini-tasks as preparation for module completion and implementation.
- An additional effort was made to support the Pea Ridge Middle School with their implementation of the SIM Learning Strategies for Word Identification, Word Mapping, Paraphrasing, and Sentence Writing Proficiency. Five classrooms received job-embedded professional development/ support on a weekly schedule.
- LDC work with Gravette HS and MS was continued, especially for the Gravette Middle School social studies teachers. Periodic visits to the school sites created a system of support from our team.
- Work with two Rogers middle schools continued into 2016 with an emphasis on vocabulary and writing support for six SPED and ELL classrooms. Student gains were measured by the MAPS assessments in those classrooms.

PROGRAM: Literacy

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Decatur, Elkins, Farmington, Fayetteville, Fort Smith, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Penny Ezell Literacy Specialist MAT/ BSE
Tina Storm Program Secretary Business Education

GOAL:

The primary goals of the Literacy Specialist are to promote, develop, and support effective literacy instruction for all K-12 students through a combination of professional development and technical support for teachers, administrators, and parents.

PROGRAM SUMMARY:

Professional Development programs are designed for literacy development in language arts, reading development, and content classrooms. Implementation is achieved with on-site support with classroom teachers, instructional facilitators, and administrators. Special projects and grant programs are also cooperatively conducted with the Arkansas Department of Education.

This year's major focus for professional development, in grades K-5, was on Phonics and Word Study instruction in Tier 1, small group instruction, and how to better understand and use assessment data to drive instruction in Tier 1 and Tier 2. There was also a major focus in technical support for teachers and administrators.

Professional Development 2015-2016 September- May:

- | | | |
|------------|------------------------------------|----------------------|
| • 9/15/15 | Word Study Grades 2-4 | # of participants 37 |
| • 9/23/15 | Phonics Grades K-1 | # of participants 40 |
| • 10/16/15 | Word Study Grades 2-4 | # of participants 30 |
| • 11/6/15 | Phonics Grades K-1 | # of participants 50 |
| • 12/2/15 | Phonics Grades K-1 | # of participants 36 |
| • 12/4/15 | Word Study Grades 2-4 | # of participants 51 |
| • 1/4/16 | Phonics Grades K-1 | # of participants 34 |
| • 1/13/16 | Word Study Grades 2-4 | # of participants 45 |
| • 1/18/16 | Phonics Grades K-1 | # of participants 35 |
| • 1/27/16 | Small Group Instruction Grades 2-4 | # of participants 29 |

• 2/9/16	Word Study Grades 2-4	# of participants 46
• 2/19/16	Small Group Instruction Grades K-1	# of participants 27
• 3/3/16	Word Study Grades 2-4	# of participants 59
• 3/10/16	Phonics Grades K-1	# of participants 36
• 3/31/16	Phonics Grades K-1	# of participants 41
• 4/20/16	Literacy Council Meeting	# of participants 15
• 4/27/16	Word Study Grades 2-4	# of participants 11
• 5/17/16	Phonological Awareness K	# of participants 5
• 5/18/16	TOT for Rogers and Bentonville Phonics K-1	# of participants 28
• 5/19/16	TOT for Rogers and Bentonville Word Study 2-4	# of participants 28

MAJOR HIGHLIGHTS OF THE YEAR:

K-5 Literacy Council was formed with representatives from the different school districts in NWA. This council was formed to provide a forum for needs assessment for the professional development needs of the districts in regards to K-5 literacy and provide a forum for collaboration of best practices and expectations in literacy instruction.

- 2016-2017 Focus:
 - Morphology and Whole Group and Small Group Instruction K-5
 - Create videos for support of Phonics/Word Study for all districts
 - Establish regional goals for DIBELS and Guided Reading Levels
 - Create professional development for principals for Phonics/Word Study
- Large number of teachers in our area have been trained in content knowledge and best practices in regards to Phonics and Word Study in grades K-4 for Core Instruction and how to use initial screeners/diagnostic assessments for Tier 1 and Tier 2 instruction
- Technical support has been provided for all area schools as needed in regards to phonics/word study and small group instruction
- TOTs for Phonics and Word Study PDs were provided for all Rogers and Bentonville Instructional Facilitators so they may continue this training in their larger districts
- Co-authored the state's Module 3 for Whole Group and Small Group Reading Grades 4-5

PROGRAM: Effective Literacy (ELF)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED X__ NON-RESTRICTED __

PARTICIPATING DISTRICTS:

Elkins, Farmington, Gravette, Lincoln

PERSONNEL:

Penny Ezell	Literacy Specialist/Dyslexia Contact	MAT/BSE
Tina Storm	Program Secretary	Business Education

GOAL:

The goal for ELF is to assist schools in meeting Common Core Standards for 2nd – 4th grade students and to develop an effective literacy program that encourages maximum achievement for all students. Through professional development and classroom support, our goal is for ALL students to be proficient readers at their grade level.

PROGRAM SUMMARY:

Effective Literacy for Grades 2-4 is a two-year professional development opportunity offered by the Arkansas Department of Education and the state's education service cooperatives. It is designed to assist teachers in grades 2-4 and K-12 special education in the implementation of a comprehensive literacy program by increasing their knowledge and skills in research-based, developmentally appropriate instructional practices. It focuses on teaching students along a continuum of literacy learning progressions, using an assessment system to inform systematic and explicit instruction, choosing instructional strategies proven to prevent or remediate reading failure, and utilizing evidence-based practices for classroom management.

MAJOR HIGHLIGHTS OF THE YEAR:

The ELF teachers visited a 2nd and 3rd grade classroom to see the comprehensive literacy block in action. Teachers were able to debrief on their observations and discuss ways to implement specific components into their own classrooms. The teachers also had training this year on small group instruction and how to implement small group reading instruction into their own classrooms.

PROGRAM: Dyslexia

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Decatur, Elkins, Farmington, Fayetteville, Fort Smith, Gentry, Gravette, Greenland, Haas Hall Academy, Huntsville, Lincoln, Pea Ridge, Ozark Montessori, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Penny Ezell	Literacy Specialist	MAT/ BSE
Tina Storm	Program Secretary	Business Education

GOAL:

The goal of the dyslexia group at the co-op is to provide guidance with the new dyslexia law and provide professional development to the dyslexia contacts from each school district.

PROGRAM SUMMARY:

The dyslexia contacts met monthly focusing on a variety of topics to help raise awareness of dyslexia in our schools, provide guidance on different program options, understand screeners and the different types of Level 1 and Level 2 assessments to best identify students with dyslexia, and create plans to better equip schools to use RTI and discuss where dyslexia fits into the RTI process.

- 8/6/15 Dyslexia Contacts Meeting # of participants 18
 - Focus: Dyslexia Resource Guide and the Law
- 8/26/15 Dyslexia Contacts Meeting # of participants 7
 - Focus: Dyslexia Resource Guide and the Law
- 9/25/15 Dyslexia Contacts Meeting # of participants 24
 - Focus: Level 2 Screeners
- 10/13/15 Dyslexia Contacts Meeting # of participants 19
 - Focus: Level 1 Screeners and Dyslexia Interventions/ Other Interventions used in RTI
- 12/1/15 Dyslexia Contacts Meeting # of participants 16
 - Focus: Dyslexia Interventions being used in NWA
- 1/7/16 Dyslexia Contacts Meeting # of participants 20
 - Focus: Dyslexia and RTI

- 2/22/16 Dyslexia Contacts Meeting # of participants 14
 - Focus: Universal Screeners and Level 1 screeners
- 4/15/16 Dyslexia Contacts Meeting # of participants 12
 - Focus: Debriefing from March State Dyslexia Conference/ Next Year's Planning

Other professional development delivered:

- 8/13/16 Dyslexia Awareness – Gentry Primary
- 2/5/16 Dyslexia Awareness- Haas Hall Academy
- 3/11/16 Dyslexia Awareness- Rogers Secondary Principals
- 5/25/16 Dyslexia Awareness- The New School, Fayetteville

Training Penny Ezell, Dyslexia Contact, received:

- Phonics First Foundations
- Phonics First Structures
- LIPS
- International Dyslexia Association Conference, October 27-31
- Continued Dyslexia Training from Vicki King, ADE
 - December 14-16 and March 28-29

Presented two sessions at the Arkansas Dyslexia Conference in March 7-8, 2016

- Initial and Level 1 Screeners
- Dyslexia: A Student Perspective

MAJOR HIGHLIGHTS OF THE YEAR:

Through these contact meetings, districts now

- Have a better understanding of the law and implications of the law
- Have raised the awareness of dyslexia and how to intervene for these students
- Have a better understanding of how dyslexia fits into the overall RTI process
- Have seen the need for increased, targeted instruction in the core when it comes to phonics/word study
 - All districts in NWA will now have a systematic phonics/word study program for their core in grades K-2 starting in 2016-2017
- Have people trained on how to assess, interpret and use data from the initial, Level 1 and Level 2 screeners
- Have technical support for dyslexia from the dyslexia contact, Penny Ezell
- Know the essential components of a comprehensive dyslexia program
 - All districts have chosen a program or programs to meet the needs of dyslexia students that have been identified with characteristics of dyslexia for their district

PROGRAM: Early Literacy Learning in Arkansas (ELLA)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X NON-RESTRICTED ___**

PARTICIPATING DISTRICTS:

Elkins, Farmington, Gravette, Greenland, Springdale, West Fork

PERSONNEL:

Deb Boerner	Literacy Specialist	MA/BS
Tina Storm	Program Secretary	Business Education

GOAL:

The goal for ELLA is to assist schools in meeting Common Core State Standards for Kindergarten and 1st grade students and to develop an effective literacy program that encourages maximum achievement for all students. Through professional development and classroom support, our goal is for ALL students to be proficient readers at their grade level.

PROGRAM SUMMARY:

ELLA is a two-year professional development opportunity offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is designed to assist K-1 teachers and K-12 special education teachers in the implementation of a comprehensive literacy program by increasing their knowledge and skills in the area of research-based, developmentally appropriate instructional practices. It focuses on teaching students along the continuum of literacy learning systems development, using appropriate assessments to inform systematic and explicit instruction and the routines and procedures for classroom management. This professional development opportunity is aligned to the Common Core State Standards and research finding provided by the National Reading Panel Report.

Participants in the program include:

- Elkins 3
- Farmington 12
- Gravette 4
- Greenland 1
- Springdale 2
- West Fork 4

MAJOR HIGHLIGHTS OF THE YEAR:

All participants observed teachers in their grade level to see best practices.

ELLA Classes 2015-2016

11/16/15	K Day 12 SBOT
12/07/15	1 st Grade Day 12 SBOT
4/19 /16	K Day 13
4/29 /16	1 st Grade Day 13

K-1 ICLF 2015-2016

7/21/15-7/22/15	Module 1
7/28/15-7/29/15	Module 2
6/13/16-6/14/16	Module 1

Other Courses Taught:

Informational/Explanatory Writing	7/6/15
Text Dependent Question	7/10/15

PROGRAM: Reading Recovery

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Rogers, Siloam Springs, West Fork, Eureka Springs, Van Buren

PERSONNEL:

Debra Boerner	Reading Recovery Teacher Leader/Literacy Specialist	MA Elementary Education
Tina Storm	Program Secretary	Business Education

GOAL:

The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.

PROGRAM SUMMARY:

Lesson Format: Individual students receive a half-hour lesson each school day for 12-20 weeks with a specially trained Reading Recovery teacher. These lessons are individually designed to meet the needs of students who need supplementary support to learn to be effective readers and writers. The lessons include reading, letter work, word work (phonics), and writing strategies. As soon as students can meet grade level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued and new students begin individual instruction.

Research: Since 1984 when Reading Recovery began in North America, data has been collected on Reading Recovery students every year. In 2008-2009, nationally 75% of the students, who have successfully completed the full 12-20 weeks series of lessons and 60% of all students who had any lessons, could read and write within the average range of their class. Follow-up studies indicate that most Reading Recovery students also do well on standardized tests and maintain their gains in later years.

Training: Reading Recovery provides high quality professional development for teachers. Training for Reading Recovery teachers includes two semesters of graduate-level, on –the-job training. This training helps teachers acquire in-depth expertise and that expertise is shared with the students they teach. During this training, demonstration lessons by teachers-in-training are viewed through a one-way glass. These lessons provide opportunities for teachers to observe students’ developing processing behaviors and teacher instructional moves to promote effective problem solving on text. Individual site visits with the Teacher Leader provide individual support for these teachers-in-training. Reading Recovery teachers provide individual instruction for individual students approximately half-day, and the other half-day they may be assigned to classrooms or small-group teaching.

Professional Development: Trained Reading Recovery teachers are provided with continuing professional development through six Continuing Contact sessions each year to ensure they maintain their level of expertise in working with at-risk first-graders. Behind the glass demonstration lessons are incorporated into these continuing contact sessions to further develop teachers' observational skills and extend their expertise in problem solving how to teach at-risk students. The Teacher leader provides individual site visits for each trained teacher every year.

MAJOR HIGHLIGHTS OF THE YEAR:

Continuing Contact Classes provided:

Team II (Rogers)

Team III (Siloam Springs,

Team IV (Van Buren,

Eureka Springs,

West Fork)

August dates are in addition to the six (6) required Continuing Contact Classes

11/12 August	24 August	10 August
14 September	09 September	16 September
12 October	14 October	22 October
14 December	02 December	04 November
11 January	20 January	16 December
14 March	03 March	16 March
11 April	13 April	27 April

Reading Recovery Training Class

Fall Semester	Spring Semester
8/18/15-8/20/15	1/21/16
8/31/15	1/28/16
8/27/15	2/4/16
9/3/15	2/11/16
9/10/15	2/18/16
	47

9/17/15	2/25/16
9/24/15	3/3/16
10/1/15	3/10/16
10/22/15	3/17/16
11/5/15	3/31/16
11/12/15	4/7/16
11/19/15	4/14/16
12/3/15	4/28/16
12/10/15	5/5/16
12/17/15	5/12/16

Standards and Guidelines of Reading Recovery in the United States

School Visits:

*Standard 5.45 Each teacher has a minimum of one school visit per year by the Teacher Leader. School Visits---

- 9/22 Sarah Culver, Rogers
- 9/22 Leslie Chambers, Rogers
- 9/23 Pat Lewis, Rogers
- 9/23 Michelle Young, Rogers
- 10/13 Laurie Wilkinson, Siloam Springs
- 10/13 Susan Zimmerman, Siloam Springs
- 10/28 Cheryl Canfield, Rogers
- 10/28 Cindy Bolejack, Rogers
- 10/29 Carla Hamilton, Van Buren
- 10/29 Cheryl Johnson, Van Buren
- 11/3 Chrys McClung, Eureka Springs
- 11/3 Carrie Freeman, Eureka Springs
- 11/10 Kim Bell, Siloam Springs
- 11/10 Renee Buckminster, Siloam Springs
- 11/11 Linda Earnhart, Van Buren
- 11/11 Bonnie Duff, Van Buren
- 11/17 Cathy Thaler, West Fork

- 11/11 Tricia Carmichael, Rogers
- 11/18 Angela Miller, Rogers
- 12/15 Dawna Rice, Rogers
- 12/15 Summer Swaim, Rogers

New Teacher Visits

Jill Haley

9/15/15

9/29/15

1/27/16

3/31/16

4/27/16

Amanda Snow

9/15/15

9/29/15

1/27/15

3/10/15

4/28/15

Monitoring of Students:

*Standard 3.25 Submit data to the teacher leader as required

Teachers send monthly data electronically for progress monitoring; immediate feedback through comments/ideas/suggestions and communication through e-mail.

Data submitted—

Rogers

September 11

October 9

November 6

December 18

February 5

March 11

April 8

May—End of Year Data

NWAESC Group

September 4

October 2

November 13

December 18

February 12

March 4

April 15

May—End of Year Data

Van Buren

September 11

October 23

November 20

December 18

February 19

March 11

April 22

May—End of Year Data

The teachers also submit all data on all students to IDEC (International Data Evaluation Center). I check and submit all data to IDEC. We receive information for our Site Report from IDEC which is written and submitted to the Co-op.

Teaching Children:

*Standard 4.39 Teach four Reading Recovery children daily during the school-year, I worked with the Farmington School District and their students. Although they do not have Reading Recovery in their

district, I was able to work with eight (8) students throughout the year; four at Folsom Elementary and four at Williams Elementary.

Professional Development

*Standard 4.65 Participate in professional development opportunities for Reading Recovery teacher leaders sponsored by the university training center

*Standard 4.68 Participate in an approved RRCNA Reading Recovery conference each year.

*Standard 4.67 Participate in the annual Teacher Leader Institute—I will not be attending the annual Teacher Leader Institute this year (waiver approved)

Reading Recovery Teacher Leader Professional Development Sessions—UALR (via Zoom)

- September 16-17, 2015
- January 13-14, 2016
- April 20-21, 2016

I attended the regional Reading Recovery conference in Little Rock—October 26-27, 2015

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PROGRAM: English Learner Support Program/ESOL (English for Speakers of Other Languages)

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**__

RESTRICTED **_x_** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

AFESC- Atkins Public Schools, Clinton School District, Conway Public Schools, Danville School District, Dardanelle Public Schools, Dover School District, East End School District, Greenbrier, Heber Springs, Nemo Vista School, Pottsville Public School, Quitman School District, Russellville Schools, South Conway County, Vilonia School District, Western Yell County

ARESC--Pine Bluff Schools, Sheridan School District, Stuttgart School District

CRESC--Armored School District, Blytheville School Dist., Brookland School District, Buffalo Island Central, Gosnell School District, Harrisburg, Jonesboro Public Schools, Manila School District, Marion School District, Marked Tree School Dist., Nettleton School District, Newport School District, Osceola, Rivercrest, Trumann Schools, Valley View School, Westside School District – Jonesboro, Wynne Public Schools

DESC-Arkadelphia Schools, Bauxite School District, Benton School District, Bismarck Public Schools, Bryant Public Schools, Caddo Hills, Centerpoint School, Cutter Morning Star, Fountain Lake School District, Glen Rose, Gurdon School District, Hot Springs School Dist., Jessierville School District, Lake Hamilton District, Lakeside School District - Hot Springs, Malvern Special School, South Pike County

DQMESC-Dequeen, Dierks School District, Foreman School District, Horatio School District, Mena Public Schools, Mineral Springs, Mount Ida School District, Nashville School District

GFESC--Alma School District, Booneville School District, Clarksville, County Line, Fort Smith Public Schools, Greenwood School District, Lamar, Lavaca Public Schools, Magazine Schools, Mansfield School District, Ozark School District, Paris School District, Scranton, Van Buren School District, Waldron School District, Westside School District - Coal Hill

GRESC-Clarendon School District, Forrest City, West Memphis

NCAESC-Batesville School Dist., Cave City, Highland School District, Melbourne School District, Mountain Home, Mountain View School, Salem School District, Southside School District – Batesville

NEESC--Corning Public Schools, Greene County Tech, Jackson County, Paragould School District, Pocahontas School Dist.

NWAESC--Arkansas Arts Academy, Bentonville Public School, Decatur, Elkins School District, Farmington, Fayetteville, Gentry Public Schools, Gravette, Greenland Public Schools, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers Public Schools, Siloam Springs Schools, Springdale, West Fork District

OURESC—Alpena, Berryville Public Schools, Eureka Springs, Green Forest, Harrison School District, Omaha School

SCESC--Camden Fairview Schools, El Dorado School District, Hampton School District, Harmony Grove School District – Camden, Magnolia School District, Parkers Chapel Schools, Smackover School District

SEESC-Crossett School District, Dermott School District, Drew Central School District, Dumas School District, Hamburg School District, Hermitage Public School, Lakeside School District - Lake Village, McGehee School District, Monticello School District, Star City School District, Warren School District

SWESC--Blevins School District, Hope School District, Prescott School District, Texarkana

WDMESC--Bald Knob School District, Beebe School District, Cabot Public Schools, England School District, Lonoke School District, Pangburn District, Riverview School District, Rose Bud School District, Searcy School District, White County Central

Others not in an ESC--Capitol City Lighthouse Academy, Cedar Ridge, Cleveland County, Cossatot River, Covenant Keepers College Preparatory, Esteem Public Charter School, Exalt Academy, Jacksonville Lighthouse Charter, Lawrence County School District, Lisa Academy, Little Rock, Little Rock Prep Academy, North Little Rock, Northwest Arkansas Classical Academy, Ozark Montessori Academy Springdale, Pine Bluff Lighthouse Charter, Pulaski County, Quest Middle School - West Little Rock, Two Rivers

Number of English Learners Identified in Each ESC

Educational Service Cooperatives	Number of ELs
Arch Ford Education Service Cooperative	2315
Arkansas River Educational Service Cooperative	188
Crowley's Ridge Educational Cooperative	925
Dawson Education Service Cooperative	1910
DeQueen/Mena Educational Cooperative	1596
Great Rivers Cooperative	68
Northcentral Arkansas Education Service Coop.	481
Northeast Arkansas Educational Cooperative	191
Northwest Arkansas Education Cooperative	18302
Ozarks Unlimited Resources Cooperative	935
South Central Service Cooperative	312
Southeast Arkansas Educational Cooperative	765
Southwest Arkansas Educational Cooperative	700
Guy Fenter Educational Service Cooperative	5226
Wilbur D. Mills Educational Service Cooperative	649
Not served by an ESC	4746
Grand Total	39309

PERSONNEL:

Tricia Kerr ESOL Program Director M.Ed. Educational Administration, BSE Elementary Education with Emphases in Spanish, Language Arts and Social Studies

GOAL:

The Arkansas Department of Education (ADE) English Learner (EL) support program is the result of collaboration among the Division of Learning Services' Curriculum and Instruction Unit and the Student Assessment Unit and the Division of Public School Accountability's Federal Programs Unit. This program's goal is to provide resources, support, and leadership to assist schools in their efforts to support ELs in the development of the skills needed to communicate effectively in English both in and out of school.

PROGRAM SUMMARY:

ADE works with schools and educational cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with ACSIP program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas State Standards
- implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

MAJOR HIGHLIGHTS OF THE YEAR:

- ESOL Coordinator Meetings continued or began at ESCs (Northwest, OUR, Wilbur D. Mills, Arch Ford, Dawson)
- Revised and released state "ESOL Program Guidance" to assist districts as they design, implement, and evaluate appropriate services for English Learners.
- Provided a 5 part "ESOL Program Guidance Webinar Series" via Zoom which was recorded and posted on ADE's English Learner's Webpage
- Verified ELL Funds for districts reporting English Language Learners
- Collaborated with School Improvement Unit regarding the Statewide Field Test in Indistar including updates for the 2016-17 school year.
- Reviewed district ELL Program Narratives in ACSIP and provided coaching comments as needed
- Presented professional development sessions at AAEE Summer Conference, ADE Data Conference, Arkansas Association of Teacher Educators, AAFC Spring Conference, ARKTESOL
- Designed website for English Learners on ADE's website

- Collaborated with Alan Lytle in the support of ELPA21 and other ELL Assessment issues
- Collaborated with Miguel Hernandez in the support of Title III districts
- Attended the ELL-SCASS trainings in the Fall and Winter
- Participated in the National Common EL Definition Task Force
- Participated on the national ELPA21 Task Management Team for Performance Standard Setting and Data Review as well as on the ELPA21 Screener Task Force
- Proposed and launching an English Language Proficiency (ELP) Standards training of trainers workshops in Summer 2016
- Providing ESOL Coordinator 101 working sessions/trainings at all ESCs in the Summer of 2016

PROGRAM: Science Specialist

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Arkansas Arts Academy, Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Virginia Rhame	Science Specialist	M.Ed.
Stephanie Gutierrez	Program Secretary	

GOAL:

The Northwest Arkansas Education Service Cooperative, in partnership with the Arkansas Department of Education, will work with Arkansas Public School personnel to meet the following goals:

- To align science curricula with science state and national frameworks and Common Core State Standards
- To align science classroom assessment with statewide science exams
- To promote science instructional strategies that use inquiry and laboratory techniques
- To provide professional development and implementation of science training
- To mentor and coach teachers in the classroom
- To provide strategies for integrating science into the literacy block in the elementary classroom
- To increase awareness of current scientific and educational research
- To provide assistance in choosing standards-based science instructional resources
- To integrate 21st century skills, including technology, into science instruction
- To create safe science laboratory environments
- To prepare with districts for the implementation of the new Arkansas K-12 Science Standards.

PROGRAM SUMMARY:

The science program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing supplemental teaching resources, assisting with data-driven decision making, and increasing parental involvement. Each opportunity supports the state and national goal of scientific literacy for all students.

The specialist is continuing to build relationships with administrators, teachers and university officials in order to best support science programs throughout the region.

MAJOR HIGHLIGHTS OF THE YEAR:

- Enjoyed a successful summer 2015-summer 2016 providing professional development to area teachers at the co-op.
 - Common professional development themes include implementing science and engineering practices, transitioning to new Arkansas K-12 Science Standards, helping students make-sense of science, teaching for conceptual understanding, preparing for ACT Aspire, and supporting disciplinary literacy.
 - Overall, led twenty-two sessions at the co-op related to science since July 1, 2015 with 376 participants from majority of districts in Northwest Arkansas.
- Worked with multiple school districts prior to school starting and throughout school year to provide personalized professional development related to new Arkansas science standards to teachers at school site to help teachers prepare for new standards and the shifts in curriculum and instruction. Another goal was to also increase effective student participation in science and engineering practices. Participating districts include Bentonville, Decatur, Farmington, Fayetteville, Gravette, Greenland, Huntsville, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork.
- Continued the Elementary Science Cadre that began in the previous school year with area science teachers with the purpose of helping students make sense of science. A majority of teachers from districts across Northwest Arkansas regularly submitted student work demonstrating evidence of successful implementation.
- The Science Specialist also served as Co-Chair of Elementary Science Professional Development Committee (2015-2016): Facilitated a group of nine science specialists to create statewide professional development to support elementary teachers in teaching science and helping students make sense of science phenomena by effectively engaging students in science and engineering practices.

Program: Nutrition, Physical Activity and other School Health Issues

Funding Source: ADH **COMPETITIVE GRANT:** Yes__ No X

Restricted Funding: X

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Elkins, Decatur, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, Huntsville, Lincoln, Northwest Ark Classical Academy, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, and some private schools such as Shiloh Christian, St. Vincent De Paul

PERSONNEL:

Ashley LeFevre Community Health Promotion Specialist

GOAL/DESCRIPTION:

This program provides: (job description from ADH)

- Provides technical assistance and guidance to schools for wellness initiatives.
- Provides technical assistance to schools for implementation of best practices for nutrition, physical activity,
- Coordinated School Health, and other public health issues.
- Provides technical assistance to school wellness committees regarding state and federal mandates.
- Provides technical assistance on nutrition and physical activity evidence-based curricula.
- Provides technical assistance to communities regarding school health issues and current public health policy.
- Links resources to schools and community coalitions.
- Maintains current knowledge of research, resources, and best practices related to school health issues.
- Informs schools and communities of available trainings and grant opportunities.
- Addresses training needs related to school health issues and organizes and conducts trainings based on those needs.
- Coordinates and provides trainings to school personnel, DOH colleagues, and community members.
- Maintains regular contact with school personnel within service area.
- Informs schools and communities of available trainings and grant opportunities.
- Serves as an advocate for school and community health needs.
- Serves as a resource for community assessments.
- Establishes communication links with communities to keep them informed of public health policy.
- Compiles and distributes necessary reports and other information.
- Participates in data collection and evaluation of community and school health interventions.
- Serves on committees and work groups.
- Works on special projects.
- Attends, participates in, and distributes updates from regional and state meetings to schools, DOH colleagues, and community members.

- Attends CHAC meetings and reports outcomes to HHI Support Staff and Wellness Committees.

I. MAJOR HIGHLIGHTS OF THE YEAR:

- Professional development provided for school wellness coordinators (and others).
- Trained 86 new school nurses on Arkansas BMI Assessments at the New School Nurse Conference in Little Rock.
- Trained 15 new school nurses in co-op area on BMI.
- Regional ADH staff meetings held at coop – hosted
- Assisted at Western Ark. Co-op, Arch Ford, and O.U.R. Co-op with their annual fall school nurse workshop.
- Provided physical activity education at Siloam Spring Panther Health Fair- 70 vendors over 500 attendees
- Educated over 1,000 students on nutrition using Re-think Your Drink, Food Labels, My Plates, Food Models, and PowerPoint presentations at various schools such as Helen Tyson Middles School, Elmdale Elementary, Fulbright Junior High, Sonora Middle School, Lee Elementary, (and several more).
- Trained over 100 teachers on suicide prevention for the Elkins School District and Arkansas Arts Academy.

II. Presentations/Educational Booths

- Farm to You- educated 150 elementary students about good things happening in Arkansas. Educated about products that come from farmers and healthy eating.
- Educated about 250 Hispanic women of various ages at an educational booth during the Vestido Rojo event at the Jones Center in Springdale, AR using a translator.
- Presented emerging new tobacco products presentation 3x (Fay PS, Sdale PS, OUR coop).
- Attended the Community Carnival at Mary Mae Jones Elementary in Bentonville to educate parents and students about Act 811 and preventing injuries.
- Prepared for wellness workshops in NW CHPS; Created resource board to set up at workshops, coalitions, wellness committees, meetings, etc. to show a list of presentations and trainings the CHPS/CHNS can provide to communities and schools.
- Provided presentations at the Back to School Nurse Workshop in NW Arkansas. Educate 279 school nurses on the Big Pitch, My Reason to Write, HealthTeacher.com, Go Noodle, and the Comprehensive Tobacco Policy
- Educated 40 middle school students at Prairie Grove Middle School on My Plate and physical activity.
- Educated groups of middle school students at the Madison County Teen Summit (a total of about 200) on sugary beverages
- Educated HarBer High School EAST on ADH Hometown Health improvement in the community as well as schools

- Presented at Fayetteville Public School's professional development for secondary P.E. teachers. Educated on emerging new tobacco products, Serving Up MyPlate curriculum, Comprehensive School Physical Activity Program, and ADE rules and regs for nutrition/PA.
- Provided suicide awareness presentations to 5 classes totaling about 75 high school students at the Agee-Lierly Life Preparation Services in Fayetteville.
- Attended Helen Tyson's Health and Fitness night to educate about 45 adults/parents and about 50 students on dangers of sugary drinks and tobacco
- Educated about 60 Elmdale Elementary 5th graders on the dangers of spit tobacco and the effects on the body
- Educated 42 high school students at the Agee-Lierly Life Preparation Services in Fayetteville about the impact of consuming too much alcohol.
- Educated 248 7th, 8th, and 9th graders at Helen Tyson Middle School, Prairie Grove Middle School and Lifeway Christian School on safe driving.
- Educated six PE classes of about 50 students in each at Robert E. Lee Elementary School in Springdale on benefits of yoga.
- Educated 272 8th grade students at the Carroll Co Teen Summit on sugary drinks.
- Educated 55 students at Southwest Jr High in Springdale about noncommunicable diseases during health class
- Educated 40 middle school students in Prairie Grove about safe teen driving (follow up to previous lesson)
- Educated 320 5th and 6th grade students at Owl Creek Middle School during PE class on the dangers of tobacco
- Facilitated a Wellness Workshop at the NW Educational Cooperative for wellness coordinators and/or nurses
- Educated 250 students on HIV/AIDs/STDs at George Junior High.
- Assisted with coordination and presentations at two Safety Baby Showers. Educated over 40 people on unintended injuries such as falls, burns, poisoning, and choking.
- Educated 27 individuals on cholesterol at the Butterball Health Fair. Assisted local clinic in screenings and provided cholesterol education including nutrition and physical activity
- Visited 10 Family Literacy Programs in Springdale to educate Hispanic mom's nutrition, physical activity, tobacco, and injury prevention

III. Attended Coordinated School Health Meetings

- Springdale, Fayetteville, Siloam Springs, Prairie Grove

Community Links

- NWA Drug & Tobacco Free Coalition
- Benton County Community Coalition
- NWA Hometown Health Improvement Project
- NWA Safe Communities
- Madison County Health Coalition
- NWA Trauma Regional Advisory Council – Injury Prevention and Education Committees

- Madison County Medical Group
- NWA Suicide Prevention Coalition
- NWA Gaps in Services Marshallese Task Force

Program: Tobacco Prevention and other School Health Issues

Funding Source: ADH **COMPETITIVE GRANT:** Yes__ No **X**

Restricted Funding: **X**

PARTICIPATING DISTRICTS: Arkansas Arts Academy, Bentonville, Elkins, Decatur, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, Huntsville, Lincoln, Northwest Ark Classical Academy, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, and some private schools such as Shiloh Christian, St. Vincent De Paul

PERSONNEL:

Nancy Marsh (retired), RN	Community Health Nurse Specialist	BSN, RNP, CPH
Kelli Butcher, RN	Community Health Nurse Specialist	BS Chemistry

Goal/Description:

This program provides: (job description from ADH)

- Assistance with grant writing for school grants and community coalition grants. \
- Linkage for school-based tobacco prevention and other health efforts with local community coalitions.
- Serves as an advocate for school health needs to community coalitions.
- Linkage of resources for schools, community coalitions and others in the community to promote healthy communities.
- Provides technical assistance on public health practices to schools and community coalitions.
- Provides technical assistance and collaborates with school nurses to identify appropriate resources and continuing education offerings that will help meet the requirements for nursing licensure.
- Works with State School Nurse Consultant to disseminate information as needed.
- Site visits were made to school nurses and numerous emails/phone calls to facilitate communication with all school nurses. (There are over 150 school nurses in NWAESC.)
- Technical assistance with school districts on all School Health issues.
- Provides Technical Assistance in policy development for tobacco and school-based enforcement of tobacco related policies.
- Provides Technical Assistance with evidence-based curricula, for tobacco, nutrition, and physical activity.
- Provides training to school nurses and others.
- Provides Technical Assistant to School Districts with Communicable Disease Outbreaks
- Provides Educational Information at School and Community Health Fairs
- Provides health information for Parent Involvement Centers.
- Provides training and technical assistance on School Health Index.
- Provides technical assistance to Coordinated School Health grantees.
- Provides technical assistance to tobacco prevention grantees.

II. MAJOR HIGHLIGHTS OF THE YEAR:

- Professional development provided for school nurses (and others):
- NWAESC Annual School Nurse Workshop – various speakers in addition to nursing Continuing Education Offered – about 180 participants from the various school districts. Physicians presented on diabetes obesity, impact of tobacco. Paula Smith, State School Nurse Consultant presented on new laws and rules and regulations for school nurses. Also had exhibitors, including from out of state, for nurses to visit with during breaks and lunch.
- Body Mass Index (BMI) Measurements Training Certification for new School Nurses - 3 sessions, 27 nurses
- Scoliosis Certification for New School Nurses – 3 sessions, 27 nurses
- Vision Certification Trainings for New School Nurses 2 sessions, 23 nurses
- Hearing Certification Training 2 sessions, 23 nurses
- NWA School Nurse Association Meeting hosted & speaker obtained.
- Regional ADH staff meetings held here – hosted
- School Nurse Coordinators Meetings in July, September and December
- Assisted at Western Ark. Co-op, Arch Ford, and O.U.R. Co-op with their annual fall school nurse workshop.
- Attended School Health Index training with Huntsville School Districts.
- Provided physical activity education at Siloam Spring Panther Health Fair- 70 vendors over 500 attendees
- CATCH e cigarette pilot program at Lingle Middle School-286 total students
- Technical assistance with Eschool to schools in Bentonville, Fayetteville, Springdale, Rogers, Decatur, Farmington, Huntsville, Lincoln, Prairie Grove, and Siloam Springs

II. Presentations/Educational Booths

- Provided handwashing instruction, poison control information, and tobacco prevention education materials at Rogers Pre K Literacy Fair, approximately 700 people attended cultures
- Gatekeepers Suicide Presentation Training for NWAESC staff
- Reality Works: Fetal Alcohol Spectrum training done for school nurses
- Gatekeepers Suicide Prevention Training for Rogers’s nurses- 23 attended
- Gatekeepers Suicide Prevention Training for Gravette staff – 120 attended
- Tobacco Education Act 811 to Pre K students – 60 students
- Tobacco Education to 1st grade students- 126 students
- Tobacco Education to Kindergarten students- 173 students
- Assisted Huntsville High School students with puppet show to educate primary school on and tobacco prevention – 540 students
- Tobacco Education to Rogers High School Medical Professions classes- 97 students
- Instructed new school nurse at Huntsville High School on proper usage of new vision machine
- Paraprofessional Training for nurses
- Hosted “Cultural Understanding” workshop on Marshallese and Hispanic cultures

IV. Attended Wellness Committee Meetings

- Springdale and Prairie Grove

V. Other highlights

- Developed Nursing Continuing Education packets
- Met with school districts and local county health units
- Data Base is **160 school** nurses
- Gave Flu Shots in Schools
- Provided technical assistance to Coordinated School Health Schools (Fayetteville, Springdale, Prairie Grove, Pea Ridge, Elkins, and Siloam Springs) and also Tobacco Prevention Grantees

Community Links

- NWA Drug & Tobacco Free Coalition
- Benton County Community Coalition
- NWA Hometown Health Improvement Project
- NWA Safe Communities
- Madison County Health Coalition
- NWA Trauma Regional Advisory Council – Injury Prevention and Education Committees
- Madison County Medical Group
- NWA Suicide Prevention Coalition

PROGRAM: Career and Technical Education

FUNDING SOURCE: Department of Career Education
Carl Perkins Grant

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Gravette, Gentry, Decatur, Farmington, Prairie Grove, Lincoln, Elkins, West Fork, Greenland

PERSONNEL:

Cheryl Pickering CTE Coordinator Masters

GOAL:

The Career and Technical Education Department enhances student achievement and participation in both CTE and academic education by offering technical assistance to CTE teachers, advanced technologies in the classroom, providing a career planning system for all students served in the Northwest Arkansas Education Service Cooperative Consortia.

PROGRAM SUMMARY:

The Career and Technical Education Department of NWAESC develops and coordinates the Carl D. Perkins Vocational and Applied Technology Program for the consortium, creates and manages the budget, and provides accountability as required by the Arkansas Department of Career Education.

The CTE state staff and program managers work cooperatively in the collection of data, evaluation of programs, and assistance to instructors. Staff development is provided for all CTE instructors and encourages the development, implementation, and improvement of CTE programs.

Training/staff development for administrators, teachers and counselors regarding CTE initiatives are scheduled. Curriculum Frameworks, Programs of Study, Integration of Academic and Career & Technical Education, Student Competency Testing are some of the things offered.

The coordinator represents the cooperative at local and state events, and attends the Arkansas Career Education meetings.

MAJOR HIGHLIGHTS OF THE YEAR:

- Agriculture Teacher Roundtable
- Business/Marketing Teacher Roundtable
- CTE Directors' Manual
- Literacy Design Collaborative

- TECHNICAL ASSISTANCE:
- TAV Preparation for ACE Visits
- Core Team for Perkins State Plan
- Tech Prep and Articulation Agreements with NWACC
- Perkins Updates/Requirements
- Regional Business & Industry Partnership Council

PROGRAM: Behavior Support Specialists

FUNDING SOURCE: Area Services VI-B

COMPETITIVE GRANT: Yes ___ No x

RESTRICTED x **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, Statewide

PERSONNEL:

Sheryl Hahn	Arkansas Behavior Support Specialists	M.Ed., BCBA
Mary Ann McIntyre	Arkansas Behavior Support Specialists	M.A, CCC-SLP, BCBA

GOAL:

The goal of the program is to assist districts with developing local capacity in several areas. First, assistance is provided to districts with regard to IDEA eligibility under Autism or Emotional Disturbance. Second, assistance is provided with regard to programming for students previously identified with Autism. Third, assistance is provided with regard to the conduction of Functional Behavioral Assessments, including data collection, observation, use of in-direct assessments, and graphing and charting of results. Last, if the Functional Behavioral Assessment indicates the need for a Behavior Intervention Plan, assistance is provided to the team with regard to this. Training is provided to student specific staff, as well as, large group trainings that increase local capacity in evidence-based strategies to address Autism, challenging behavior, FBA/BIP, and other areas, as identified by the BSS in coordination with the districts.

PROGRAM SUMMARY:

This program provides districts with assistance with programming, behavior change procedures, identification, assessment, interagency collaboration, development of behavior plans for individual students, and staff development.

MAJOR HIGHLIGHTS OF THE YEAR:

- Mentoring and coordination of six other Behavior Support Specialists assigned to Wilbur Mills, Guy Fenter, Great Rivers, North East, Arkansas River and Crowley's Ridge Coops.
- Creating protocols and procedures for BSS work state wide
- Serving as liaisons between our COOP areas and the ADE for the BSS
- Training new BSS in (multiple trainings)
- Training in all six COOPS above, as well as, NWA for the LEA trainings "Everything you wanted to ask a Behavior Support Specialist" and "Data Collection-Part I"
- Numerous trainings in NWA (Examining Special Ed Files Like an Attorney, VB Mapp Training, Designing the Learning Environment for Success, ASD Eligibility

Classroom Design, Team Training for Identification of Autism Training

- Assisting with development of a six part new module for comprehensive on-site training with regard to FBA and BIPS
- Guidance and participation with due process hearings
- Provision of guidance with regard to the development of Behavior Procedures within several local districts

PROGRAM: Arkansas Transition Services

FUNDING SOURCE: Federal Grant

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED **X** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

NWAESC – Arkansas Arts Academy, Bentonville, Classical Academy, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

OUR – Alpena, Bergman, Berryville, Cotter, Deer/Mt. Judea, Eureka Springs, Flippin, Green Forest, Harrison, Jasper, Lead Hill, Omaha, Ozark Mountain, Searcy County, Valley Springs, Yellville/Summit
WAESC – Alma, Booneville, Cedarville, Charleston, Clarksville, County Line, Fort Smith, Greenwood, Hackett, Hartford, Lamar, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry, Ozark, Paris, Scranton, Van Buren, Waldron, Westside

PERSONNEL:

Paul Johnston Transition Consultant MM, BSE, AAS

GOAL:

To provide district, regional, and state-wide trainings throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

PROGRAM SUMMARY:

Arkansas Transition Services (ATS) is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Arkansas Department of Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. We provide technical assistance, trainings and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Our services are provided at no cost.

MAJOR HIGHLIGHTS OF THE YEAR:

State Level

- Arkansas Transition Services held two Cadre meetings in Little Rock where the local teams came together to receive professional development in transition assessments, student focused planning, practice profiles, agencies, and post school options. These events provided opportunities for continued team planning and networking.
- ATS is continuing the pilot of the State Toolkit for Examining Post-School Success (STEPSS). It is a web-based, data-based decision making tool designed to support state departments of education in disseminating and using data related to secondary transition (SPP Part B Indicators 1, 2, 13, and 14) to improve in-school transition programs for youth with disabilities. STEPSS training were held in June 2015 with eight districts attending in order to pilot the program beginning this past fall. One district from NWAESC (Rogers) and one district from WAESC (Greenwood) are participating.
- The Arkansas Interagency Transition Partnership (AITP) will hold the fourth annual AITP Summer Connections as a way for district personnel around the state to learn about a variety of agency services. We will be including a panel of employers of people with disabilities to discuss their experiences and expectations of working with people with disabilities.
- The AITP has developed, printed, and handed out to schools, a Resource Guide. These guides were developed for schools and agencies to give to parents as a way to help increase parental awareness of the importance of transition and resources to help with transition as early as possible.
- This year will be the 10th annual College Bound Arkansas. This is a yearly event held in collaboration with University of Central Arkansas. It is a three day residential program intended to increase student's knowledge of accommodations, assistive technologies, leadership skills, and other exciting aspects of college life. Parents and professionals are also invited to attend and learn about the possibilities for their children and students at the college level.
- State Level Organizations Served:
 - AITP - Executive Committee
 - Arkansas Council on Exceptional Children (AR-CEC) sub-division Division of Career Development and Transition (DCDT) - State President
 - Member of the State Core Team for National Technical Assistance Center Transition (NTACT) Intensive Technical Assistance State

Coop Level

- Transition Fairs – ATS promotes and provides technical assistance for districts and regions that want to have a Transition Fair. These fairs are opportunities for students, parents, and teachers to connect with state and local agencies that can provide assistance.
 - NWAESC
 - Benton County Transition Fair (Bentonville, Rogers) – 100 plus attendees
 - Springdale Transition Fair – Over 400 students, 40 teachers, and 30 parents.
 - Gentry Transition Fair – 100 plus attendees
 - WAESC
 - Greenwood Transition Fair (Greenwood, Lavaca, Mansfield, Hackett, Hartford) – 100 plus attendees
- Focused Transition Nights
 - WAESC – Greenwood has continued with Focused Transition Nights this year. These are for parents/families to get specific information on things like the Arkansas Work Incentives (Project AWIN), and Medicaid Waiver program.
- Coop Trainings – 3 trainings were offered over the past summer.
 - Transition Toolkit, Student Driven Transition Planning, and Preparing Middle School Students as They Consider Going to College.
 - 50 attendees
 - NWAESC – Elkins, Springdale, Bentonville, Gentry, Siloam Springs, Greenland, Arkansas Classical Academy, Gravette, Arkansas Arts Academy, St. Paul
 - OUR – Searcy County, Harrison, Green Forest, Ozark Mountain District, Jasper, Flippin, Bergman
 - WAESC – Magazine, Lamar, Hackett, Mulberry/Pleasant View, Waldron, Mountainburg, Cedarville, Alma
- The Transition Requirements Review was given to 138 teachers
 - NWAESC – Lincoln, Huntsville, Rogers Heritage High, Bentonville
 - OUR – Lead Hill, Oark, Deer
 - WAESC – Greenwood, Mountainburg, Fort Smith, Johnson County Westside, Ozark

- Transition File Reviews – 4 districts
 - NWAESC – Huntsville
 - OUR – Harrison
 - WAESC – Johnson County Westside, Mountainburg
- Person Centered Plans – 2 students
 - WAESC – Ozark, Greenwood
- IEP meetings attended – 2
 - NWAESC – Huntsville
 - WAESC – Greenwood
- District Consultations – 6
 - NWAESC – Rogers, Arkansas Arts Academy
 - OUR – Lead Hill
 - WAESC – Fort Smith, Greenwood (2)
- New Transition IEP Paperwork Pilot Schools
 - NWAESC – Siloam Springs, Decatur, Gentry, Farmington, Classical Academy, Arkansas Arts Academy, Gravette
 - OUR – Berryville, Harrison
- Meetings regularly attended
 - AASEA Area I and Area II (Special Education Supervisors)
 - AR-CEC Board Meetings
 - AITP Board and General Membership Meetings
 - Child and Adolescent Service Program (CASSP) – Fort Smith Region
 - Project Search partners – Fayetteville Public Schools/Washington Regional Medical Center/Life Styles
 - Transition Team Meetings
 - NWAESC – Rogers
 - WAESC - Greenwood
- Other Groups presented to:
 - SEAS Conference – “Agency Connections”
 - AR-CEC Conference – “Going to College: What do all the laws mean?”
 - ESVI NWA Area Teachers – “Transition Overview”
 - UA Autism Symposium – “Final Panel of Professionals”
 - Capacity Building Institute, Charlotte, NC – “Beginning with the End in Mind: Helping Local Districts Plan Like We Do!”

PROGRAM: Gifted and Talented Program / GT Specialist, Contracted for FTE: 0.75

FUNDING SOURCES: Arkansas Department of Education (ADE) & Northwest Arkansas Education Service Cooperative (NWAESC) School Districts contribution

COMPETITIVE GRANT: Yes ☐ No ☒

RESTRICTED ☒ **NON-RESTRICTED** ☐

PARTICIPATING DISTRICTS:

Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork.

PERSONNEL:

Lawrence (Larry) Driver Gifted & Talented Specialist BS in Psychology & Elementary K-9 Teaching Certificate (SMU), MAT Education (Gifted Education) (ULAR), and Graduate Certificate in Sustainability (UA)

Stephanie Gutierrez NWAESC Gifted & Talented Administrative Assistant

GOAL:

The state of Arkansas Education Department has mandated that all public school districts provide differentiated educational services for students with these identified abilities: academically advance, highly creative, and/ or high achieving / motivated students. As one of the state's 15 Education Service Cooperatives, the GT Specialist position provides support and services in the 16 school districts located in the Northwest Arkansas region (Washington, Benton, and parts of Madison counties) as guided by the ADE Gifted and Talented Program and AP Program Standards. We facilitate College Board sponsored Pre-AP, AP teacher certification and Secondary Content training as governed by the Arkansas Department of Education. The NWA ESC GT Specialist also provides extracurricular academic events and scholastic competitions for local students.

PROGRAM SUMMARY:

The ESC GT Specialist serves and functions as a contact person and GT Program resource to a variety of educational stakeholders located in NWA; including district GT coordinators, GT facilitators (teachers), administrators, students, parents, community members, and community business partners in support of Gifted and Talented Education. Some of the key responsibilities are:

- Facilitating and ensuring that each NWAESC school district meet all of the ADE's GT Program Standards, especially those districts slated to be monitored (rotating 3 year cycle).
- Functioning as a conduit for information and positive dialog between the ADE Office for Gifted Programs, Advanced Placement, and IB Programs with NWAESC school districts.
- Providing and conducting monthly meetings with NWAESC GT Program coordinators.
- Making on-site visits to local school districts to provide support and/or in-service topics for all educational stakeholder members.

- Attending annual and monthly state meetings; staying connected with other ADE Education Service Cooperatives GT Specialists; both in face-to face meetings as well as electronic conference meetings / ZOOM and sharing events and documentation with Google Docs technology.
- Hosting various student academic competitions supported by NWAESC schools: 3rd & 4th grade Math Day, Elementary and Middle School Quiz Bowl, Elementary & Middle School Science Olympiad, 3 scholastic chess tournaments a year for 3rd – 8th graders, high school ACE competitions, and responding to invitations from AGQBA and OM events.
- Developing and engaging in positive working relationships with local district personnel and ADE office employees connected with GT education and AP testing.
- Conducting appropriate needs- assessment questionnaires related to GT Specialist job in order to set goals and respond to local GT / AP program needs.
- Facilitating, hosting, and presenting educational workshops and trainings; including College Board Pre-AP and Secondary Content trainings.
- Responding to requests from NWA teachers providing specific workshop topics: such as a GT identification testing materials review, GT program documents review, and GT program staff development instruction materials, GT Program Curriculum Writing workshop, and differentiated instruction trainings.
- Actively participating in the annual AAGEA and AGATE state conference and other advocacy opportunities, along with belonging to appropriate professional organizations. I have initiated that the NWAESC establish a 3 year cycle to send the GT Specialist to attend NAGC as a job tradition.
- Supporting and volunteering for GT related regional events: i.e. Quiz Bowl moderator, AP testing proctor, and other job related requests.
- Serving on the Arkansas Governor's School Student Selection team whenever possible.
- Managing all documentation and financial record keeping required by ADE and NWAESC related to the ESC GT Specialist position (i.e. Strategic Management Plan & Quarterly GT GEM Newsletter, & maintaining yearly applications for College Board and GT Specialist Grant, etc., as well as Quiz Bowl, Science Olympiad, Chess, and ACE budget / funds management).
- Encouraging district personnel to participate in professional organizations (i.e. AAGEA, AGATE) as well as educational opportunities (Arkansas Governor's School, Arkansas School for Math, Science, and Arts).
- Maintaining a positive working relationship with NWAESC clientele and staff members.
- Attending NWAESC Board meetings when possible.
- Investigate and support the use of blended learning opportunities (digital learning) as a way to deliver information and instruction.

PROGRAM: ESVI, Educational Services for the Visually Impaired

FUNDING SOURCE: ESVI is a statewide educational consultative service program administered by the Arkansas Department of Education, Special Education Unit.

COMPETITIVE GRANT: Yes ___ No **X**

RESTRICTED ___ **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS: NWA including Newton and Sebastian County

PERSONNEL:

Marsha Holder MSED, TVI/COMS
(Certified Teacher of the Visually Impaired and
Certified Orientation and Mobility Specialist)

GOAL:

To provide consultation, direct and support services to students who are blind or visually impaired, to their parents and to the school, center and related staff.

PROGRAM SUMMARY:

Vison Consultants travel statewide to provide assessments, consultations, and recommendations for adaptations and modifications to meet the needs of students who are blind or visually impaired, ages 3 through 21 in an educational program. Consultants also loan adaptive equipment to students and assist the Instructional Materials Center in loaning braille and large print textbooks to local school districts. Consultation, assessment, recommendations and instruction in the area of the orientation and mobility is provided in the school and local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Regional vision consultants are funded through the following Education Service Cooperatives:

Guy Fenter Education Service Cooperative
Dawson Education Service Cooperative
Crowley's Ridge Education Service Cooperative
Southeast Arkansas Education Service Cooperative
Northcentral Arkansas Education Service Center
Southwest Arkansas Education Service Cooperative
Northwest Arkansas Education Service Cooperative
DeQueen-Mena Education Service Cooperative
Wilbur D. Mills Education Service Cooperative

MAJOR HIGHLIGHTS OF THE YEAR:

- Students attended a conference presented by Dave Wilkinson with HEMS assistive technology.
- Students participated in Social Skills presentation with Davis Duty.
- Students participated in Orientation and Mobility outing using the new Trekker Breeze GPS system and practiced Bus transportation at the U of A.

PROGRAM: Mathematics Specialist K-12

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **x**

RESTRICTED **x** **NON-RESTRICTED** ___

PARTICIPATING DISTRICTS:

Bentonville, Decatur, Arkansas Arts Academy, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL: Kelli Dougan, Mathematics Specialist, Ph. D

GOAL:

- To provide professional development in mathematics instructional best practices and assessment as defined by the Arkansas Department of Education in statewide initiatives and professional development programs.
- To provide on-going training and support to promote standards-based mathematics lessons, including differentiating instruction to meet the needs of all learners.
- To assist teaching and administrators in locating resources and research pertinent to the teaching and learning of mathematics.
- To provide on-site technical assistance, support of school districts' curriculum development and alignment, assistance with the appropriate use of technology, strategies for effective questioning, and development of mathematics leadership among teachers and mathematics coaches.
- To work with local mathematics coaches in professional development.
- To offer intensive support and technical assistance to schools which are in academic distress or in school improvement

PROGRAM SUMMARY:

The mathematics program at the Northwest Arkansas Education Service Cooperative is based on the identified teacher-quality needs of the Northwest Arkansas school districts. These include increasing teachers' content knowledge, sharing best practices, disseminating research, locating and developing supplemental teaching materials, assisting with data-driven decision making, and increasing parental involvement. All of those support the state and national goal of mathematical fluency for all students. In addition, furthers technical assistance has been provided to schools struggling to meet the needs of high-poverty and Limited English Proficient Students.

MAJOR HIGHLIGHTS OF THE YEAR:

- Continued and expanded courses for Online Professional Development. Courses were tailored for individual school district needs and expanded to other areas of the state.

- Provided on-site training in the ACT Aspire Assessment to help teachers prepare their students for the new test for accountability.
- Provided on-site, personalized professional development tailored to the needs of individual teachers, students and schools.
- Work with the science specialist to provide content and pedagogical training to 60 teachers in grades 5-8 in Northwest Arkansas through a Math Science Partnership grant in cooperation with the University of Arkansas Engineering Department. This year was the first of three years for the grant and the focus of year one was to create activities that integrated math and science.
- Began a new grant program working with up to 100 teachers in grades K-4 to help teachers learn how to implement the new Arkansas Science Standards. The program will help teachers learn how to develop lessons that integrate math, science and literacy. The co-op grant proposal was accepted, but due to budgetary and staffing issues, ADE asked the co-op and the University of Arkansas to merge both grant programs into a larger entity.
- Received a one year grant to offer instruction in Computer Science Education for grades K-8. The program will begin in June for grades 7 and 8, while grades K-6 will begin in July.

PROGRAM: Secondary Math Coaches Professional Learning Community

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **x**

RESTRICTED ___ **NON-RESTRICTED** **x**

PARTICIPATING DISTRICTS:

Bentonville, Elkins, Fayetteville, Gentry, Gravette, Huntsville, Lincoln, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

PERSONNEL:

Kelli Dougan	Mathematics Specialist	Ph. D
Stephanie Gutierrez	Program Secretary	

GOAL:

To provide collaboration time and resources for the secondary math Instructional Facilitators in Northwest Arkansas.

PROGRAM SUMMARY:

- Regular meetings at the co-op.
- Intensive examination of the CCSS and PARCC information.
- Collaboration with other facilitators to increase student achievement across the region.
- Allow a close interaction between coaches and math specialist to provide a personalized program to build capacity.

PROGRAM: Online Professional Development

FUNDING SOURCE: Arkansas Department of Education

COMPETITIVE GRANT: Yes ___ No **x**

RESTRICTED ___ **NON-RESTRICTED** **x**

PARTICIPATING DISTRICTS:

Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork, Arkansas Arts Academy

PERSONNEL:

Kelli Dougan Mathematics Specialist Ph. D

GOAL:

To provide professional development that is job-embedded that may be completed at the teacher's own pace and personalized to their classroom environment. The emphasis of online professional development is to provide learning experiences over a duration of 4 to 6 weeks.

PROGRAM SUMMARY

(Courses that have been created as of May 1, 2016):

- Effective Questioning
- Productive Math Discussions
- The Inquiry-Based Classroom
- Book Study: Making Thinking Visible
- Understanding by Design
- Book Study: What's Math Got to Do With It?
- Orientation for Math Specialists
- Moodle Training for Content Specialists

PROGRAM: CGI Years 1-3

FUNDING SOURCE:

COMPETITIVE GRANT: Yes ___ No **x**

RESTRICTED ___ **NON-RESTRICTED** **x**

PARTICIPATING DISTRICTS:

Fayetteville, Gentry, Lincoln, West Fork, Greenland, Farmington, Rogers Arkansas Arts Academy, Bentonville, Springdale, Elkins, Huntsville, Gravette, Pea Ridge, and Prairie Grove

PERSONNEL:

Stacey Dominguez	Debbie Gates	Christi Schrauger
Heather Barron	Cheryl Scott	Kendra Bookout
Stacie Grace	Mary Nevin	Jae Baek
Linda Jaslow	Leticia Greene	Jane Nolan

NUMBER OF TEACHERS TRAINED: 278

GOAL: To train teachers in the instructional model of Cognitively Guided Instruction.

PROGRAM SUMMARY:

Cognitively Guided Instruction (CGI) Level is an on-going professional development program designed to assist K-3 teachers in implementing a comprehensive researched-based approach to mathematics instruction in their classrooms. The primary goal of CGI is to increase teachers' knowledge of how children think about mathematics. In this professional development, teachers will: 1) Analyze story problems and number sentences to determine the mathematical demands and recognize student responses in terms of cognitive development. 2) Assess students' thinking and design problems that will develop students understanding of the important concepts and skills. 3) Facilitate discussions that provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build children's capacity for algebraic reasoning." 4) Learn to engage children in early algebra tasks that enhance the children's learning of arithmetic. Many teachers have been engaged in a continuous 3-year professional development in CGI.

PROGRAM: Extending Children's Mathematics (ECM) Years 1-3

FUNDING SOURCE:

COMPETITIVE GRANT: Yes ___ No **x**

RESTRICTED ___ **NON-RESTRICTED** **x**

PARTICIPATING DISTRICTS:

Elkins, Bentonville, West Fork, Greenland, Fayetteville, Prairie Grove, Farmington, Rogers, Siloam Springs, Springdale, Gentry, Eureka Springs, Gravette, and Huntsville

PERSONNEL:

Linda Jaslow Math Project Co-Director
Stephanie Gutierrez Program Secretary

NUMBER OF TEACHERS TRAINED: 149

GOAL:

Work with Linda Levi (Teachers Development Group) and a working committee in the development of professional development classes Extending Children's Mathematics for grades 3 - 6.

PROGRAM SUMMARY:

Work collaboratively with mathematics specialists and university researchers from across the country to revise and develop expectations/materials for Extending Children's Mathematics – Years 1, 2 and 3.

MAJOR HIGHLIGHTS OF THE YEAR:

- Collected and edited videos from students from Rogers and Springdale to use in ECM classes.
- Worked with Kim Meyer and Pam Keith at Tucker Elementary School in Rogers to investigate critical mathematical concepts and how children make sense of them.
- The creation of the ECM classes has helped define the important building blocks that are critical to the development of children's understanding of CCSSM.

PROGRAM: Developing and Integrating Spatial Mathematics and Engineering Design

FUNDING SOURCE:

COMPETITIVE GRANT: Yes ___ No **x**

RESTRICTED x NON-RESTRICTED ___

PARTICIPATING DISTRICTS:

Springdale – Monitor Elementary School

PERSONNEL:

Linda Jaslow	Math Project Co-Director
Stephanie Gutierrez	Program Secretary

GOAL:

Developing and Integrating Spatial Mathematics and Engineering Design, a project aimed at developing an integrated STEM education in grades 1-5 by engaging students in spatial mathematics and expression via the design of artistic pattern and machines that move.

PROGRAM SUMMARY:

Space and geometry are foundational resources for learning across the STEM (Science, Technology, Engineering, and Mathematics) disciplines. Developing and Integrating Spatial Mathematics and Engineering (DiSME) is a coordinated development and research project that supports the development of spatial reasoning and its potential as a resource for engineering design and mechanistic reasoning by engaging elementary students in learning activities focused on the quantification and synthesis of space. This includes the use of construct maps which are diagrams that summarize conceptual stepping-stones in children's development of spatial and mechanistic reasoning; at present, the construct maps available on the site describe developmental milestones in children's reasoning about the measure of angle, area, length and volume. In addition, curriculum units have been developed and organized by major strands of learning (Measurement, Geometry, and Design), are tools to support learning. Each unit features classroom activities, formative assessments, and related resources, including teacher-generated extensions to the curriculum units.

MAJOR HIGHLIGHTS OF THE YEAR:

- Project has worked to establish a learning trajectory and identified critical learnings for each grade level.
- Different grade levels have begun to explore and develop foundational geometric concepts.
- Grade levels have solidified critical measurement concepts at their grade levels to include linear measurement, area and angle.
- Developed an initial pacing guide for geometry/measurement and how it connects to number/operations and algebraic reasoning.

Northwest Arkansas Education

Cooperative

2015-2016

Special Projects...

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

FUNDING SOURCE: ADE Grant – Act

COMPETITIVE GRANT: Yes____ No____x__

RESTRICTED Yes **NONRESTRICTED** ____

PARTICIPATING DISTRICTS:

PERSONNEL:

Cathi Swan	Superintendent –State Coordinator of Digital Learning	BSE, MSE
Mike Lar	Virtual Arkansas Director of Operations	BS, MBA, ED.D, ABD
Junior Stormes	Director of Technology	BS
John Ashworth	Virtual Arkansas Director of Academics	BSE, MSE
Rachel Schell	Team Digital Member	BS, MS

GOAL:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and

learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- Presented at TICAL on the Future of Blended Learning
- Held statewide school consultations on the planning and implementation of Blended Learning
- Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed an Educational Cooperative Promotional Video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing/Promotional video for the Essentials of Computer Science and Computer Programming
- Presented at the 3rd Annual Data Conference

❖ **Leadership Excellence and Development System:**

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

❖ **Teacher Excellence and Support System (TESS):**

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: ACT Aspire

Competitive Grant Yes - ____ No - **X**

Goals and Description:

Northwest AR Education Service Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Northwest AR Education Service Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Program: Novice Teacher Mentoring Program

Training Funding Source: ADE Grant

Competitive Grant: Yes ☐ No ☒

Restricted: ☒ Non-Restricted:

Participating Districts: Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Huntsville, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, West Fork

Personnel:

Jack Kern	Contracted Instructor
Paul Calleja	Contracted Instructor
Jim Johnson	Contracted Instructor

Program Summary:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an update training.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program.

Northwest AR Education Service Cooperative provided 5 sessions in the Novice Teacher Mentor Program.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
 - Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

Northwest Arkansas Education
Cooperative
2015-2016

Professional Development Activities...

Professional Development Report

Beginning: July 1, 2015
Ending: June 30, 2016

Summary Attended

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
NWAESC---DIBELS/DIBELS Next: Data-Driven Decision Making			
241569 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	8	13
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Instructional Strategies			
NWAESC---Cultural Understanding: Marshallese and Hispanic Populations			
243893 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	9	13
Health Physical Activity			
NWAESC---CGI 3, Day 3 - (Group C15)			
245776 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	4	30
Cognitive Research,Instructional Strategies			
NWAESC---ECM Year 3, Day 1 - (Group J15)			
245944 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	8	24
Instructional Strategies			
NWAESC---Text Dependent Questions for Grades 6-12			
241364 - Jul 2, 2015 8:30 am - 3:30 pm	6.00	8	14
Instructional Strategies			
NWAESC---ECM 3, Day 2 - (Group J15)			
245945 - Jul 2, 2015 8:30 am - 3:30 pm	6.00	8	25
Instructional Strategies			
NWAESC---Rogers and Fayetteville Districts Roll Over			
254391 - Jul 2, 2015 8:00 am - 4:00 pm	7.00	1	1
Non-Curricular			
NWAESC---Dyslexia 101			
243051 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	17	29
Instructional Strategies			
NWAESC---Knowledge of Classroom Culture -(This is a 2 day workshop)			
243065 - Jul 6, 7, 2015 8:30 am - 3:30 pm	12.00	11	36
Building a Collaborative Learning Community			
NWAESC---CGI Year 2, Day 1 - (Group D15)			
245777 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	7	27
Cognitive Research,Instructional Strategies			
NWAESC---ECM 3, Day 3 - (Group J15)			
245946 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	8	24
Instructional Strategies			
NWAESC---Informational/Explanatory Writing - Grades K-3			
246276 - Jul 6, 2015 8:30 am - 3:30 pm	6.00	6	6
Instructional Strategies			
NWAESC---Library Programming and Building Student Connections			
241649 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	10	14
Advocacy Leadership,Educational Technology			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Bilingual Basics & SLPs: Theory, Assessment, & Medicaid 241882 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	6	8
Assessment,Cognitive Research,Curriculum Alignment,Instructional Strategies			
NWAESC---CGI 2, Day 2 - (Group D15) 245778 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	7	27
Cognitive Research,Instructional Strategies			
NWAESC---CGI Year 2, Day 1 - (Group N15) 245901 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	8	21
Cognitive Research,Instructional Strategies			
NWAESC---ECM Year 1, Day 1 - (Group K15) 245918 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	11	23
Cognitive Research,Instructional Strategies			
CGI Year 2 - Day 1 (Make up day) 258299 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	1	1
Cognitive Research,Instructional Strategies			
NWAESC---Bloomboard and Building a Portfolio for TESS 242678 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	15	37
Instructional Strategies			
NWAESC---CGI 2, Day 3 - (Group D15) 245864 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	7	27
Cognitive Research,Instructional Strategies			
NWAESC---CGI 2, Day 2 - (Group N15) 245902 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	8	21
Cognitive Research,Instructional Strategies			
NWAESC---ECM 1, Day 2 - (Group K15) 245919 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	11	24
Cognitive Research,Instructional Strategies			
NWAESC---Building a Classroom Environment 242573 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	15	47
Instructional Leadership,Mentoring Coaching			
NWAESC---Argument-Driven Inquiry In Chemistry: Lab Investigations for Grades 9-12 244000 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	8	14
Arkansas Content Standards Frameworks			
NWAESC--- Charlie May Simon and Arkansas Diamond Book Awards 244468 - Jul 9, 2015 8:30 am - 11:30 am	3.00	9	12
NWAESC---CGI 2, Day 4 - (Group D15) 245885 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	7	26
Cognitive Research,Instructional Strategies			
NWAESC---CGI 2, Days 3 - (Group N15) 245903 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	8	21
Cognitive Research,Instructional Strategies			
NWAESC---ECM 1, Day 3 - (Group K15) 245920 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	11	24
Cognitive Research,Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Assuring Math Opportunities for Every Child 252922 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	8	14
Instructional Strategies			
NWAESC---Arkansas Teen Book Award 257264 - Jul 9, 2015 12:30 pm - 3:30 pm	3.00	2	2
Instructional Strategies			
NWAESC---CGI Year 2, Day 4 - (Make up day) 258608 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	1	1
Cognitive Research,Instructional Strategies			
NWAESC---Tier One Updates 245607 - Jul 10, 2015 8:30 am - 10:30 am	2.00	20	88
Fiscal Management			
NWAESC---CGI 2, Day 4 - (Group N15) 245904 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	8	20
Cognitive Research,Instructional Strategies			
NWAESC---ECM 1, Day 4 - (Group K15) 245921 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	11	23
Cognitive Research,Instructional Strategies			
NWAESC---Text-Dependent Questions - Grades K-2 246285 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	9	11
Instructional Strategies			
NWAESC---CGI Year 2, Day 4 - (Make up day) 258609 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	1	1
Cognitive Research,Instructional Strategies			
NWAESC---Making Music with the New Fine Arts Frameworks 241388 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	11	24
Arkansas Content Standards Frameworks,Instructional Strategies			
NWAESC---Theatre, Dance, and the Fine Arts Frameworks 241390 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	6	7
Arkansas Content Standards Frameworks,Instructional Strategies			
NWAESC---Visual Arts and the Fine Arts Frameworks 241393 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	12	24
Arkansas Content Standards Frameworks,Instructional Strategies			
NWAESC---CGI Year 1, Day 1 - (Group E15) 244888 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	8	28
Cognitive Research,Instructional Strategies			
NWAESC---ECM Year 2, Day 1 - (Group L15) 245935 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	7	22
Instructional Strategies			
NWAESC---ARTeacher Summer Institute 254588 - Jul 13, 14, 15, 2015 8:00 am - 4:00 pm	18.00	6	15
Arkansas Content Standards Frameworks,Instructional Strategies,Mentoring Coaching			
ECM Year 2, Day 1 (Make up day) 258606 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	1	1
Cognitive Research,Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Elf Year II, Day 8-10 241581 - Jul 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00	5	11
Advocacy Leadership,Arkansas Content Standards Frameworks,Curriculum Alignment,Instructional Leadership,Instructional Strategies,Mentoring Coaching,Principles of Learning Developmental Stages			
NWAESC---Poverty Institute 244527 - Jul 14, 15, 2015 8:30 am - 3:30 pm	12.00	14	49
Advocacy Leadership,Parental Involvement			
NWAESC---CGI Year 1, Day 2 - (Group E15) 244891 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	8	27
Cognitive Research,Instructional Strategies			
NWAESC---ECM 2, Day 2 - (Group L15) 245936 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	7	22
Instructional Strategies			
NWAESC---CGI Year 1, Day 3 - (Group E15) 244893 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	8	28
Cognitive Research,Instructional Strategies			
NWAESC---ECM 2, Day 3 - (Group L15) 245937 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	7	21
Instructional Strategies			
NWAESC---APSCN FMS - Cycle 8 Review 258121 - Jul 15, 2015 9:00 am - 12:00 pm	3.00	3	4
Non-Curricular			
NWAESC---Transitioning to New Arkansas Science Standards: Putting Practices in Place in the Middle School 242798 - Jul 16, 17, 2015 8:30 am - 3:30 pm	12.00	9	16
Arkansas Content Standards Frameworks			
NWAESC---CGI Year 1, Day 4 - (Group E15) 244898 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	8	27
Cognitive Research,Instructional Strategies			
NWAESC---ECM 2, Day 4 - (Group L15) 245938 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	7	21
Instructional Strategies			
NWAESC---ESL: ELPA21, Handbooks, and More! 250530 - Jul 16, 2015 8:30 am - 11:30 am	3.00	11	23
Advocacy Leadership			
NWAESC---Board of Directors' Meeting 267728 - Jul 16, 2015 8:00 am - 10:00 am	2.00	13	16
Advocacy Leadership			
NWAESC--- Novice Teacher Mentoring Training (formerly AIMM). 243864 - Jul 17, 2015 8:30 am - 3:30 pm	6.00	16	49
Mentoring Coaching			
NWAESC---Research to Build and Present Knowledge 3-5 241560 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	11	13
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Foreign Language: Power Up the Proficiencies! 243331 - Jul 20, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks	6.00	8	8
NWAESC---Teaching Music in the Common Core Era 243846 - Jul 20, 2015 8:30 am - 3:30 pm Educational Technology, Instructional Strategies	6.00	10	16
NWAESC---Student GPS Training 244568 - Jul 20, 2015 8:30 am - 11:30 am Data Disaggregation	3.00	8	13
NWAESC---Student GPS Training 244592 - Jul 20, 2015 12:30 pm - 3:30 pm Data Disaggregation	3.00	3	5
NWAESC---CGI Year 2, Day 1 - (Group F15) 245891 - Jul 20, 2015 8:30 am - 3:30 pm Cognitive Research, Instructional Strategies	6.00	5	27
NWAESC---Communication, Confidence and Competency in Spanish for Native Speakers 243335 - Jul 21, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Curriculum Alignment	6.00	5	6
NWAESC---Grammar Bootcamp: Syntactic Forms and Functions for SLPs 243850 - Jul 21, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Instructional Strategies, Principles of Learning Developmental Stages	6.00	12	28
NWAESC---ALE: Social Skills Training 243855 - Jul 21, 2015 8:30 am - 3:30 pm Advocacy Leadership, Instructional Leadership	6.00	10	17
NWAESC---Side Effects! Medical Diagnoses that Impact Learning 243958 - Jul 21, 2015 8:30 am - 3:30 pm Health Physical Activity	6.00	6	13
NWAESC---CGI 2, Day 2 - (Group F15) 245893 - Jul 21, 2015 8:30 am - 3:30 pm Cognitive Research, Instructional Leadership	6.00	5	28
NWAESC---(Formerly Titled ELLA) Module 2--Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction (2 days) 245955 - Jul 21, 22, 2015 8:30 am - 3:30 pm Principles of Learning Developmental Stages	12.00	4	9
NWAESC---Research for Grades 6-12 241265 - Jul 22, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	7	10
NWAESC---CGI 2, Day 3 - (Group F15) 245894 - Jul 22, 2015 8:30 am - 3:30 pm Cognitive Research, Instructional Strategies	6.00	5	28
NWAESC---CGI Year 3, Day 1 - (Group O15) 246335 - Jul 22, 2015 8:30 am - 3:30 pm Cognitive Research, Instructional Strategies	6.00	7	23
NWAESC---CGI 2, Day 4 - (Group F15) 245896 - Jul 23, 2015 8:30 am - 3:30 pm Cognitive Research, Instructional Strategies	6.00	5	28

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---CGI Year 3, Day 2 - (Group O15) 246336 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	7	22
Cognitive Research,Instructional Strategies			
NWAESC---CGI Year 2, Day 4 - (Make up day) 260675 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	1	1
Cognitive Research,Instructional Strategies			
NWAESC---CGI Year 3, Day 3 - (Group O15) 246339 - Jul 24, 2015 8:30 am - 3:30 pm	6.00	7	22
Cognitive Research,Instructional Strategies			
NWAESC---CGI Year 3, Day 3 (Make up class) 260669 - Jul 24, 2015 8:30 am - 3:30 pm	6.00	1	1
Instructional Strategies			
NWAESC---BLENDED: Understanding by Design 244071 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	2	5
Curriculum Alignment,Instructional Strategies			
NWAESC---ECM Year 3, Day 1 - (Group M15) 245947 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	8	24
Instructional Strategies			
NWAESC---Projects...(and Learning) Transformed (Project-Based Learning) 246164 - Jul 27, 28, 2015 8:30 am - 3:30 pm	12.00	9	19
Instructional Strategies			
NWAESC---Literacy Design Collaborative (LDC) for Year 1 Teachers 241273 - Jul 28, 29, 30, 2015 8:30 am - 3:30 pm	18.00	1	5
Instructional Strategies			
NWAESC---CGI Year 3, Day 1 - (Group G15) 245764 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	5	29
Cognitive Research,Instructional Strategies			
NWAESC---ECM 3, Day 2 - (Group M15) 245948 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	7	23
Instructional Strategies			
NWAESC---(Formerly Titled ELLA) Module 1--Overview of a Comprehensive Literacy Framework and Literacy Assessment System (2 days) 245953 - Jul 28, 29, 2015 8:30 am - 3:30 pm	12.00	3	5
Instructional Strategies			
NWAESC---Cool Tools: Technology in the Classroom 249093 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	11	22
Educational Technology			
NWAESC---ACSIP: Statewide Field Test Training 257130 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	11	21
Advocacy Leadership,Fiscal Management			
NWAESC---Dyslexia Therapist Training, Day 1 - Year One 237943 - Jul 29, 2015 8:00 am - 4:00 pm	8.00	11	12
Cognitive Research,Principles of Learning Developmental Stages			
NWAESC---K-5: Geography and American Indians of Arkansas 241866 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	10	24
Arkansas History			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Accelerate Your Classroom with Free Technology 243319 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	8	15
Educational Technology			
NWAESC---Pre-AP Interdisciplinary Strategies for English and the Social Sciences 243780 - Jul 29, 30, 2015 8:30 am - 3:30 pm	12.00	11	27
Instructional Strategies			
NWAESC---CGI 3, Day 2 - (Group G15) 245765 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	5	28
Cognitive Research,Instructional Strategies			
NWAESC---ECM 3, Day 3 - (Group M15) 245949 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	7	21
Instructional Strategies			
NWAESC---ACSIP: Statewide Field Test Training 257131 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	12	20
Advocacy Leadership,Fiscal Management			
NWAESC---Grades 7-12: AR Geography, Borders, and Aftermath of the Civil War 243100 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	6	8
Arkansas History			
NWAESC---Pre-AP: Strategies in Science — Creating a Learner-Centered Classroom 243815 - Jul 30, 31, 2015 8:30 am - 3:30 pm	12.00	8	15
Instructional Strategies			
NWAESC---Pre-AP: Strategies in Mathematics — Helping Students Learn Mathematics Through Problem Solving 243819 - Jul 30, 31, 2015 8:30 am - 3:30 pm	12.00	10	16
Instructional Strategies			
NWAESC---CGI 3, Day 3 - (Group G15) 245767 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	5	28
Cognitive Research,Instructional Strategies			
NWAESC---Dyslexia Therapist Training, Day 2 - Year One 258190 - Jul 30, 2015 8:00 am - 4:00 pm	8.00	11	11
Cognitive Research,Principles of Learning Developmental Stages			
NWAESC---Scheduling Refresher 258667 - Jul 30, 2015 9:00 am - 3:00 pm	5.00	6	9
Non-Curricular			
NWAESC---RAW ART - Reading And Writing with ART 242553 - Jul 31, 2015 8:30 am - 3:30 pm	6.00	5	18
Instructional Strategies			
NWAESC---Science Standards 101: Preparing for New Arkansas Science Standards 242858 - Jul 31, 2015 8:30 am - 3:30 pm	6.00	8	14
Arkansas Content Standards Frameworks			
NWAESC---Arkansas's New Social Studies Frameworks 244603 - Jul 31, 2015 8:30 am - 3:30 pm	6.00	18	50
Arkansas Content Standards Frameworks			
NWAESC---Day 1: Overview of Standards-Based IEP and Begin Student Profile Summary 252591 - Jul 31, 2015 8:30 am - 3:30 pm	6.00	17	48
Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Dyslexia Therapist Training, Day 3 - Year One 258191 - Jul 31, 2015 8:00 am - 4:00 pm	8.00	11	11
Cognitive Research,Principles of Learning Developmental Stages			
NWAESC---Phonics First® Basic (18 hours) Classroom Teachers K-2 and Special Ed. K-3 242537 - Aug 3, 4, 5, 2015 8:30 am - 3:30 pm	18.00	6	9
Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---Phonics First® Foundations Level I (30 hours) Classroom Teachers K-3 and Special Ed. K-5 242543 - Aug 3, 4, 5, 6, 7, 2015 8:30 am - 3:30 pm	30.00	8	13
Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---Building Integer Concepts and Operations Conceptually With Deeper Understanding 244067 - Aug 3, 4, 2015 8:30 am - 3:30 pm	12.00	4	6
Arkansas Content Standards Frameworks,Instructional Strategies			
NWAESC---419 Business Technology Grade 5-6 Endorsement 246230 - Aug 3, 4, 5, 2015 8:30 am - 3:30 pm	18.00	9	15
Arkansas Content Standards Frameworks			
NWAESC---TESS Face-to-Face for New Teachers 250532 - Aug 3, 2015 8:30 am - 11:30 am	3.00	8	48
Advocacy Leadership			
NWAESC---TESS Face-to-Face for New Teachers 258614 - Aug 3, 2015 12:30 pm - 3:30 pm	3.00	9	39
Advocacy Leadership			
Gravette School District- Website Training 260557 - Aug 3, 2015 8:30 am - 2:30 pm	6.00	1	6
NWAESC---Formative Assessment in the Science Classroom: Adding to Our Teacher Tool-Kit 243823 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	5	8
Arkansas Content Standards Frameworks			
NWAESC---PGPs: Creating a Strong Learning Environment (Domain 2) 246178 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	6	10
Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---Connect With FBLA 257237 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	8	10
Instructional Strategies			
Gravette School District- New Teacher Curriculum training/mentor training 262457 - Aug 5, 2015 8:00 am - 3:00 pm	18.00	1	26
NWAESC---PGPs: Teaching So Students Will Learn (Domain 3) 246215 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	6	9
Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC--- Novice Teacher Mentoring Training (formerly AIMM). 249548 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	13	45
Mentoring Coaching			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Dyslexia Contacts Meeting 259275 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	11	17
Instructional Strategies			
NWAESC---Tour of Businesses for Gentry Schools 260524 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	2	29
Building a Collaborative Learning Community			
NWAESC---NWA School Nurse August Workshop 243982 - Aug 7, 2015 8:00 am - 4:00 pm	7.00	29	145
Health Physical Activity			
NWAESC---Attendance Refresher and Letter Setup 258673 - Aug 10, 2015 9:00 am - 3:00 pm	5.00	4	6
Non-Curricular			
NWAESC---Understanding Individual Needs 260496 - Aug 10, 2015 8:30 am - 3:30 pm	6.00	3	25
Principles of Learning Developmental Stages			
NWAESC---Attendance Refresher and Letter Setup 258671 - Aug 11, 2015 9:00 am - 3:00 pm	5.00	1	1
Non-Curricular			
NWAESC---Social Challenges of Students with Disabilities 260499 - Aug 11, 2015 8:30 am - 2:00 pm	4.50	3	25
Principles of Learning Developmental Stages			
NWAESC---Differentiated Instruction 262804 - Aug 11, 2015 8:30 am - 11:30 am	3.00	4	5
Instructional Strategies			
NWAESC---Technology for Due Process 260508 - Aug 13, 2015 8:30 am - 3:30 pm	6.00	3	25
Principles of Learning Developmental Stages			
NWAESC---Formative Assessment & RTI 262809 - Aug 13, 2015 8:00 am - 11:00 am	3.00	1	22
Instructional Strategies			
NWAESC---The Genius of Virtual Arkansas 256459 - Aug 14, 2015 8:30 am - 3:30 pm	6.00	15	31
Advocacy Leadership			
NWAESC---English Language Learners 260653 - Aug 14, 2015 8:30 am - 11:00 am	2.50	3	26
Principles of Learning Developmental Stages			
NWAESC---Gatekeepers Training 265479 - Aug 14, 2015 12:00 pm - 2:00 pm	2.00	1	28
Health Physical Activity			
NWAESC---2015-2016 Co-op Staff Meeting 263046 - Aug 17, 2015 10:00 am - 12:00 pm	2.00	5	53
Non-Curricular			
NWAESC---Gatekeepers Training 263066 - Aug 17, 2015 12:30 pm - 2:30 pm	2.00	5	36
Health Physical Activity			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Developing Lesson Plans and Building Collaborative Strategies 260512 - Aug 18, 2015 8:30 am - 3:30 pm	6.00	3	25
Instructional Strategies			
NWAESC---APSCN FMS - Cycle 9 Review 258424 - Aug 19, 2015 9:00 am - 12:00 pm	3.00	9	12
Non-Curricular			
NWAESC---NWA ESOL Coordinators' Meeting 259152 - Aug 21, 2015 9:00 am - 12:00 pm	3.00	15	17
Advocacy Leadership			
NWAESC---Dyslexia Therapist Training, Day 4 - Year One 258192 - Aug 24, 2015 8:00 am - 4:00 pm	8.00	11	11
Cognitive Research,Principles of Learning Developmental Stages			
NWAESC---Reading Recovery Professional Development 260459 - Aug 24, 2015 9:00 am - 2:00 pm	4.50	4	12
Instructional Strategies			
NWAESC---Dyslexia Therapist Training, Day 5 - Year One 258193 - Aug 25, 2015 8:00 am - 4:00 pm	8.00	11	11
Cognitive Research,Principles of Learning Developmental Stages			
NWAESC---Barton Training on Dyslexia Interventions 259536 - Aug 26, 2015 8:30 am - 3:30 pm	6.00	6	23
Instructional Strategies			
NWAESC---Dyslexia Contacts Meeting 262435 - Aug 26, 2015 8:30 am - 3:30 pm	6.00	7	7
Instructional Strategies			
NWAESC---Reading Recovery Training Class 266638 - Aug 27, 2015 9:00 am - 3:00 pm	6.00	1	2
NWAESC---GT Webinar/ZOOM state-wide meeting & GT Program Administrators monthly meeting			
260795 - Aug 28, 2015 9:00 am - 3:30 pm	6.00	17	19
Instructional Strategies			
NWAESC---Vision & Hearing Screening Certification for New School Nurses 259380 - Sep 2, 2015 8:30 am - 4:00 pm	7.00	10	12
Health Physical Activity			
NWAESC---Vision & Hearing Screening Certification for New School Nurses 259382 - Sep 3, 2015 8:30 am - 4:00 pm	7.00	4	4
Health Physical Activity			
NWAESC---Reading Recovery Training Class 266642 - Sep 3, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Board of Directors' Meeting			
268266 - Sep 3, 2015 8:00 am - 10:00 am	2.00	19	30
Advocacy Leadership			
NWAESC---The "Group" Meeting 259948 - Sep 4, 2015 11:30 am - 1:00 pm	2.00	18	35
Advocacy Leadership			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Federal Programs Meeting 267420 - Sep 4, 2015 9:30 am - 11:30 am	2.00	15	18
Non-Curricular			
NWAESC---Medical Data Entry 266329 - Sep 8, 2015 9:00 am - 12:00 pm	3.00	7	12
Non-Curricular			
NWAESC--- Novice Teacher Mentoring Training (formerly AIMM). 258957 - Sep 9, 2015 8:30 am - 3:30 pm	6.00	9	47
Mentoring Coaching			
NWAESC---Reading Recovery Continuing Contact - Team III (NWAESC Group) 259838 - Sep 9, 2015 12:00 pm - 3:00 pm	3.00	3	7
Instructional Strategies			
NWAESC---TESS for Counselors 244618 - Sep 10, 2015 8:30 am - 3:30 pm	6.00	11	20
Advocacy Leadership			
NWAESC---Para Pro Training for School Nurses 259412 - Sep 10, 2015 8:30 am - 12:00 pm	3.50	6	8
Health Physical Activity			
NWAESC---TESS: Developing a District Protocol 266316 - Sep 10, 2015 8:30 am - 11:30 am	3.00	7	15
Advocacy Leadership			
NWAESC---TESS Face-to-Face for New Teachers 266318 - Sep 10, 2015 12:30 pm - 3:30 pm	3.00	5	41
Advocacy Leadership			
NWAESC---Reading Recovery Training Class 266643 - Sep 10, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME) 274626 - Sep 11, 2015 12:30 pm - 3:30 pm	3.00	1	6
Cognitive Research,Instructional Strategies			
NWAESC---Reading Recovery Continuing Contact - Team II (Rogers Group) 259816 - Sep 14, 2015 12:00 pm - 3:00 pm	3.00	1	10
Instructional Strategies			
NWAESC---Dyslexia Therapist Training,(Year One) Day 6 262602 - Sep 14, 2015 8:00 am - 4:00 pm	8.00	12	12
Instructional Strategies			
NWAESC---Tier One Updates 260519 - Sep 15, 2015 1:00 pm - 3:00 pm	2.00	11	21
Fiscal Management			
NWAESC---Dyslexia Therapist Training,(Year One) Day 7 262603 - Sep 15, 2015 8:00 am - 4:00 pm	8.00	12	12
Instructional Strategies			
NWAESC---Word Study Grades 2-4 265682 - Sep 15, 2015 8:30 am - 3:30 pm	6.00	5	37
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Business & Marketing Updates 257771 - Sep 16, 2015 8:30 am - 3:30 pm	6.00	8	12
Instructional Leadership,Instructional Strategies			
NWAESC---Reading Recovery Continuing Contact - Team IV (Van Buren Group) 259857 - Sep 16, 2015 12:00 pm - 3:00 pm	3.00	1	5
Instructional Strategies			
NWAESC---PLC for Elementary Counselors 263431 - Sep 16, 2015 8:30 am - 11:30 am	3.00	10	24
Principles of Learning Developmental Stages			
NWAESC---MDC Year Two Unit Design Day 2 267177 - Sep 16, 2015 8:30 am - 3:30 pm	6.00	2	4
Instructional Strategies			
NWAESC---ECM Year 1, Day 5 - Group K15 257298 - Sep 17, 2015 8:30 am - 3:30 pm	6.00	11	22
Cognitive Research,Instructional Strategies			
NWAESC---Secondary Content Training for Classroom Teachers 262438 - Sep 17, 2015 8:30 am - 3:30 pm	6.00	3	8
Instructional Strategies			
NWAESC---PLC for Middle Level Counselors 265869 - Sep 17, 2015 8:30 am - 11:30 am	3.00	8	10
Principles of Learning Developmental Stages			
NWAESC---Barton Training on Dyslexia Interventions 266262 - Sep 17, 2015 8:30 am - 2:30 pm	6.00	5	21
Instructional Strategies			
NWAESC---Technology Coordinators' Meeting 266484 - Sep 17, 2015 12:00 pm - 2:30 pm	3.50	10	15
Non-Curricular			
NWAESC---Reading Recovery Training Class 266647 - Sep 17, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---NWA School Nurse Assoc. Meeting 267274 - Sep 17, 2015 5:30 pm - 7:30 pm	1.50	5	15
Health Physical Activity			
NWAESC---NWA ESOL Coordinators' Meeting 259153 - Sep 18, 2015 9:00 am - 12:00 pm	3.00	18	20
Advocacy Leadership			
NWAESC---Capacity Building for Instructional Facilitators 266526 - Sep 18, 2015 11:30 am - 3:30 pm	4.00	8	16
Mentoring Coaching			
NWAESC---High School Principals Forum 266490 - Sep 22, 2015 10:00 am - 12:00 pm	2.00	14	20
Advocacy Leadership			
NWAESC---Phonics for Core Instruction Grades K-1 266266 - Sep 23, 2015 8:30 am - 3:30 pm	6.00	10	37
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---ECM Year 1, Day 6 - Group K15 257299 - Sep 24, 2015 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	11	22
NWAESC---Reading Recovery Training Class 266648 - Sep 24, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Science Standards 101 for Administrators and Instructional Facilitators 267278 - Sep 24, 2015 8:30 am - 11:30 am Arkansas Content Standards Frameworks	3.00	6	12
NWAESC---Level II Dyslexia Screeners Training 266501 - Sep 25, 2015 8:30 am - 3:30 pm Data Disaggregation	6.00	17	24
NWAESC---ACCAPP: Year 3, Day 1 for K-5 263335 - Sep 28, 2015 8:30 am - 3:30 pm Curriculum Alignment	6.00	11	48
NWAESC---Phonics First® Foundations Level I (30 hours) Resource Teachers K-5 and Special Ed. K-5 - Day 1 266335 - Sep 28, 2015 8:30 am - 3:30 pm Instructional Strategies,Principles of Learning Developmental Stages	6.00	6	19
NWAESC---Phonics First® Basic (18 hours) Classroom Teachers K-2 and Special Ed. K-3 266495 - Sep 28, 29, 30, 2015 8:30 am - 3:30 pm Instructional Strategies,Principles of Learning Developmental Stages	18.00	6	25
NWAESC---SMS Required Fields for State Cycle Reporting 267698 - Sep 28, 2015 9:00 am - 12:00 pm Non-Curricular	3.00	5	7
NWAESC---Phonics First® Foundations Level I (30 hours) Resource Teachers K-5 and Special Ed. K-5 - Day 2 266337 - Sep 29, 2015 8:30 am - 3:30 pm Instructional Strategies,Principles of Learning Developmental Stages	6.00	6	19
NWAESC---CTE Consortia Board Meeting 267696 - Sep 29, 2015 8:30 am - 11:30 am Supervision	3.00	8	10
NWAESC---SMS Required Fields for State Cycle Reporting 267700 - Sep 29, 2015 9:00 am - 12:00 pm Non-Curricular	3.00	6	9
NWAESC---Fall Counselors' Meeting 262683 - Sep 30, 2015 8:30 am - 3:30 pm Advocacy Leadership	6.00	12	54
NWAESC---Phonics First® Foundations Level I (30 hours) Resource Teachers K-5 and Special Ed. K-5 - Day 3 266339 - Sep 30, 2015 8:30 am - 3:30 pm Instructional Strategies,Principles of Learning Developmental Stages	6.00	6	18
NWAESC---Fall Counselors' Meeting - (REPEAT OF SEPT 30 MEETING) 262685 - Oct 1, 2015 8:30 am - 3:30 pm	6.00	10	53

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Phonics First® Foundations Level I (30 hours) Resource Teachers K-5 and Special Ed. K-5 - Day 4			
266341 - Oct 1, 2015 8:30 am - 3:30 pm	6.00	7	24
Instructional Strategies, Principles of Learning Developmental Stages			
NWAESC---Reading Recovery Training Class			
266649 - Oct 1, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Tier 1 Update			
268446 - Oct 1, 2015 10:00 am - 12:00 pm	2.00	1	1
Fiscal Management			
NWAESC---Board of Directors' Meeting			
268833 - Oct 1, 2015 8:00 am - 10:00 am	2.00	18	26
Advocacy Leadership			
NWAESC---October 2015 GT Program Coordinators Meeting			
260813 - Oct 2, 2015 9:00 am - 12:00 pm	3.00	14	14
Advocacy Leadership			
NWAESC---2015 GT Coordinators Math Day and Science Olympiad Planning Meeting			
260820 - Oct 2, 2015 1:00 pm - 4:00 pm	3.00	10	13
Instructional Strategies			
NWAESC---Phonics First® Foundations Level I (30 hours) Resource Teachers K-5 and Special Ed. K-5 - Day 5			
266343 - Oct 2, 2015 8:30 am - 3:30 pm	6.00	7	23
Instructional Strategies, Principles of Learning Developmental Stages			
NWAESC---ACT Aspire Accommodations Training			
267459 - Oct 2, 2015 9:00 am - 12:00 pm	3.00	15	39
Assessment			
NWAESC---ONLINE: Productive Math Discussions Fall 2015			
263342 - Oct 5, 2015 8:00 am - 8:00 pm	6.00	1	1
Instructional Strategies			
NWAESC---ONLINE: Effective Questioning Fall 2015			
263345 - Oct 5, 2015 8:00 am - 10:00 pm	7.00	2	3
Instructional Strategies			
NWAESC---Phonics First Structures: Multi-Sensory Approach for 6th-12th Grades - Day 1			
266305 - Oct 5, 2015 8:30 am - 3:30 pm	6.00	7	24
Instructional Strategies			
NWAESC---Barton Level 3 Training			
267472 - Oct 5, 2015 8:30 am - 3:30 pm	6.00	5	17
Instructional Strategies			
NWAESC---Day 2: Standards, Present Level of Performance, Impact Statement and Measurable Annual Goals			
252593 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	17	49
Principles of Learning Developmental Stages			
NWAESC---ECM Yr 2, Group I15 - Day 5			
256351 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	8	21
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Phonics First Structures: Multi-Sensory Approach for 6th-12th Grades - Day 2			
266307 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	7	24
Instructional Strategies			
NWAESC---Reading Recovery Training Class			
266650 - Oct 6, 2015 9:00 am - 3:00 pm	3.00	1	2
NWAESC---K-5 Science Cadre: Preparing for new Arkansas K-12 Science Standards, Year 2			
Session 1			
267726 - Oct 6, 2015 4:30 pm - 7:30 pm	3.00	6	16
Arkansas Content Standards Frameworks			
NWAESC---ECM Yr 2, Group I15 - Day 6			
256352 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	8	22
Instructional Strategies			
NWAESC---Phonics First Structures: Multi-Sensory Approach for 6th-12th Grades - Day 3			
266310 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	7	24
Instructional Strategies			
NWAESC---BloomBoard for Administrators and SuperUsers - Afternoon Session			
266320 - Oct 7, 2015 12:30 pm - 3:30 pm	3.00	5	13
Advocacy Leadership			
NWAESC---BloomBoard for Administrators and SuperUsers - Morning Session			
266322 - Oct 7, 2015 8:30 am - 11:30 am	3.00	10	30
Advocacy Leadership			
NWAESC---ECM Year 1, Group H15 - Day 5			
256345 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	5	24
Cognitive Research, Instructional Strategies			
NWAESC---Phonics First Structures: Multi-Sensory Approach for 6th-12th Grades - Day 4			
266312 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	6	23
Instructional Strategies			
NWAESC---Middle Level Principals' Meeting			
266684 - Oct 8, 2015 9:30 am - 11:30 am	2.00	10	15
Instructional Leadership			
NWAESC---Changes in Science: Preparing for the ACT Aspire and New Science Standards in Grades 3-6			
267599 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	5	15
NWAESC---ECM Year 1, Group H15 - Day 6			
256346 - Oct 9, 2015 8:30 am - 3:30 pm	6.00	5	25
Instructional Strategies			
NWAESC---Phonics First Structures: Multi-Sensory Approach for 6th-12th Grades - Day 5			
266314 - Oct 9, 2015 8:30 am - 3:30 pm	6.00	6	22
Instructional Strategies			
NWAESC---Elementary Principals' Meeting			
266692 - Oct 9, 2015 9:30 am - 11:30 am	2.00	11	18
Instructional Leadership			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Reading Recovery Continuing Contact - Team II (Rogers Group) 259818 - Oct 12, 2015 12:00 pm - 3:00 pm	3.00	1	10
Instructional Strategies			
NWAESC---LiPS Follow-up Training (ZOOM) 268859 - Oct 12, 2015 8:30 am - 3:30 pm	6.00	4	16
Instructional Strategies			
NWAESC---2015 AP Exam Workshop for High School AP Administrators webinar/teleconference 260833 - Oct 13, 2015 8:00 am - 4:00 pm	6.00	10	16
Instructional Leadership			
NWAESC---Dyslexia Contacts Meeting 266268 - Oct 13, 2015 11:00 am - 3:30 pm	3.00	15	18
Data Disaggregation			
NWAESC---TWO DAY BSS Training-Procedures, Observation of AU/ED, Small group PD topics 267643 - Oct 13, 14, 2015 8:30 am - 4:30 pm	12.00	13	13
Mentoring Coaching,Non-Curricular			
NWAESC---Reading Recovery Continuing Contact - Team III (NWAESC Group) 259840 - Oct 14, 2015 12:00 pm - 3:00 pm	3.00	3	7
Instructional Strategies			
NWAESC---Reading Recovery Training Class 266651 - Oct 15, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Changes in Secondary Science: Preparing for the ACT Aspire and New Science Standards in Grades 6-10 267595 - Oct 15, 2015 8:30 am - 3:30 pm	6.00	9	29
NWAESC---NWA ESOL Coordinators' Meeting 259154 - Oct 16, 2015 9:00 am - 12:00 pm	3.00	16	17
Advocacy Leadership			
NWAESC---Personal Care Training for Paraprofessionals 266326 - Oct 16, 2015 8:30 am - 3:30 pm	6.00	8	17
Health Physical Activity			
NWAESC---Word Study Grades 2-4 267398 - Oct 16, 2015 8:30 am - 3:30 pm	6.00	6	30
Instructional Strategies			
NWAESC---CGI 1, Day 5 - (Group A15) 256157 - Oct 19, 2015 8:30 am - 3:30 pm	6.00	8	30
Cognitive Research,Instructional Strategies			
NWAESC---CGI 1, Day 6 - (Group A15) 256158 - Oct 20, 2015 8:00 am - 3:00 pm	6.00	8	30
Cognitive Research,Instructional Strategies			
NWAESC---PLC for High School Counselors 266695 - Oct 20, 2015 8:30 am - 11:30 am	3.00	6	7
Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME) 274634 - Oct 21, 2015 12:00 pm - 3:00 pm	3.00	1	2
Cognitive Research,Instructional Strategies			
NWAESC---Reading Recovery Training Class 266671 - Oct 22, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---NWA Districts "Planning for New Science Standards" Conversation 267723 - Oct 22, 2015 12:30 pm - 3:00 pm	2.50	11	13
Arkansas Content Standards Frameworks			
NWAESC---Capacity Building for Instructional Facilitators 268450 - Oct 23, 2015 11:30 am - 2:30 pm	3.00	5	19
Mentoring Coaching			
NWAESC---LDC 270246 - Oct 23, 2015 8:30 am - 9:30 am	1.00	1	5
Instructional Strategies			
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME) 274636 - Oct 23, 2015 8:00 am - 3:00 pm	6.00	1	7
Cognitive Research,Instructional Strategies			
NWAESC---Focus School Locally – Hired School Improvement Specialist Training (Day 1) 268642 - Oct 26, 2015 8:30 am - 3:30 pm	6.00	8	26
Private Events,Systemic Change Process			
NWAESC---SIM - Proficiency in the Sentence Writing Strategy 270252 - Oct 26, 2015 8:30 am - 10:30 am	2.00	1	26
Instructional Strategies			
NWAESC---TESS Face-to-Face for New Teachers 268050 - Oct 27, 2015 8:30 am - 11:30 am	3.00	5	14
Advocacy Leadership			
NWAESC---ACCAPP Year 3 (Grades 3-5) Day 2 269048 - Oct 27, 2015 8:30 am - 3:30 pm	6.00	10	26
Instructional Strategies			
NWAESC---Traveler/ProQuest Resources for Media Specialists 267486 - Oct 29, 2015 10:00 am - 3:00 pm	5.00	14	40
Educational Technology			
NWAESC---ACCAPP Year 3 (K-2) - Day 2 269033 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	6	18
Arkansas Content Standards Frameworks,Assessment			
NWAESC---Teacher Center Committee Meeting 269315 - Oct 29, 2015 11:30 am - 3:00 pm	3.00	11	12
Instructional Leadership			
NWAESC---The "Group" Meeting 269631 - Oct 30, 2015 11:30 am - 1:00 pm	1.50	13	26
Advocacy Leadership			
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME) 274659 - Oct 30, 2015 12:00 pm - 3:00 pm	3.00	1	2
Cognitive Research,Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---CGI Year 3, Day 4 - Group O15 257333 - Nov 2, 2015 8:00 am - 3:00 pm	6.00	6	23
Instructional Strategies			
NWAESC---Instructional Facilitator Book Study 270394 - Nov 2, 2015 1:00 pm - 3:00 pm	2.00	1	4
Instructional Leadership, Mentoring Coaching			
CGI Year 3, Day 5 - Group O15 257334 - Nov 3, 2015 8:30 am - 3:30 pm	6.00	6	22
Instructional Strategies			
NWAESC---ELF Day 11 266537 - Nov 3, 2015 8:30 am - 3:30 pm	6.00	4	12
Instructional Strategies			
NWAESC---Reading Recovery Continuing Contact - Team IV (Van Buren Group) 259859 - Nov 4, 2015 12:00 pm - 3:00 pm	3.00	1	6
Instructional Strategies			
NWAESC---Wellness Workshop 260514 - Nov 4, 2015 9:00 am - 3:30 pm	6.00	8	9
Health Physical Activity			
NWAESC---Dyslexia Therapist Training, (Year One) Day 8 262604 - Nov 4, 2015 8:00 am - 4:00 pm	8.00	12	12
Instructional Strategies			
NWAESC---MDC Unit Design Day 3 267175 - Nov 4, 2015 8:30 am - 3:30 pm	6.00	2	4
Instructional Strategies			
NWAESC---New Accountability Standards for Special Ed & Dyslexia Laws 262139 - Nov 5, 2015 10:15 am - 12:00 pm	2.00	19	43
Arkansas Content Standards Frameworks			
NWAESC---Dyslexia Therapist Training, (Year One) Day 9 262605 - Nov 5, 2015 8:00 am - 4:00 pm	8.00	12	12
Instructional Strategies			
NWAESC---Reading Recovery Training Class 266672 - Nov 5, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Board of Directors' Meeting 271243 - Nov 5, 2015 8:00 am - 10:00 am	2.00	15	23
Advocacy Leadership			
NWAESC---Dyslexia Therapist Training, (Year One) Day 10 262606 - Nov 6, 2015 8:00 am - 4:00 pm	8.00	12	12
Instructional Strategies			
NWAESC---K-1 Phonics for Rogers School District 275876 - Nov 6, 2015 8:00 am - 3:00 pm	6.00	2	50
Instructional Strategies			
NWAESC---CGI 3, Day 4 - (Group G15) 245768 - Nov 9, 2015 8:30 am - 3:30 pm	6.00	5	29
Cognitive Research, Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---CGI 3, Day 5 - (Group G15) 245769 - Nov 10, 2015 8:30 am - 8:45 am Cognitive Research,Instructional Strategies	6.00	5	29
NWAESC---ECM 2, Day 5 - Group L15 257304 - Nov 10, 2015 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	5	17
NWAESC---ECM 2, Day 6 - Group L15 257305 - Nov 11, 2015 8:30 am - 3:30 pm	6.00	5	17
NWAESC---CGI 2, Day 5 - (Group B15) 256336 - Nov 12, 2015 8:00 am - 3:00 pm Cognitive Research,Instructional Strategies	6.00	7	26
NWAESC---CGI 3, Day 4, (Group C15) 256338 - Nov 12, 2015 8:00 am - 3:00 pm Cognitive Research,Instructional Strategies	6.00	4	28
NWAESC---Reading Recovery Training Class 266673 - Nov 12, 2015 9:00 am - 2:30 pm	5.00	1	2
NWAESC---PLC for Elementary Counselors 267724 - Nov 12, 2015 8:30 am - 11:30 am Principles of Learning Developmental Stages	3.00	7	10
NWAESC---ACCAPP Year 3, Day 3 (Grades 3-5) 269594 - Nov 12, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	9	26
NWAESC---CGI 2, Day 6 - (Group B15) 256337 - Nov 13, 2015 7:30 am - 2:30 pm Cognitive Research,Instructional Strategies	6.00	7	26
NWAESC---CGI 3, Day 5 - (Group C15) 256339 - Nov 13, 2015 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	4	28
NWAESC---Scoliosis Screening Certification for School Nurses 259429 - Nov 13, 2015 8:30 am - 1:00 pm Health Physical Activity	4.00	13	21
NWAESC---Body Mass Index Training for School Nurses 259435 - Nov 13, 2015 1:00 pm - 4:00 pm Health Physical Activity	3.00	5	5
NWAESC---Capacity Building for Instructional Facilitators 270223 - Nov 13, 2015 11:30 am - 2:30 pm Mentoring Coaching	3.00	7	25
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME) 274655 - Nov 13, 2015 8:00 am - 3:00 pm Cognitive Research,Instructional Strategies	6.00	1	8
NWAESC---Focus School Locally – Hired School Improvement Specialist Training (Day 2) 268644 - Nov 16, 2015 8:30 am - 3:30 pm Private Events,Systemic Change Process	6.00	6	24

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
ELLA - Day 12: Site Based Observation Training - (Kindergarten)			
269434 - Nov 16, 2015 8:00 am - 3:00 pm	6.00	4	12
Instructional Strategies			
NWAESC---ACCAPP Year 3 - Day 3 for Grades K-2			
269533 - Nov 16, 2015 8:30 am - 3:30 pm	6.00	7	20
Instructional Strategies			
NWAESC---CGI Year 1, Group E15 - Day 5			
256330 - Nov 17, 2015 8:30 am - 3:30 pm	6.00	8	27
Cognitive Research,Instructional Strategies			
NWAESC---K-5 Science Cadre: Preparing for new Arkansas K-12 Science Standards, Year 2			
Session 2			
270051 - Nov 17, 2015 4:30 pm - 7:30 pm	3.00	8	14
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME)			
274658 - Nov 17, 2015 8:00 am - 3:00 pm	6.00	1	2
Cognitive Research,Instructional Strategies			
NWAESC---CGI Year 1 - Group E15 - Day 6			
256331 - Nov 18, 2015 8:30 am - 3:30 pm	6.00	8	26
Cognitive Research,Instructional Strategies			
NWAESC---Middle Level Principal's Forum			
269303 - Nov 18, 2015 8:30 am - 10:30 am	2.00	4	5
Instructional Leadership			
NWAESC---Cognos Conection			
271094 - Nov 18, 2015 9:00 am - 12:00 pm	3.00	4	6
Non-Curricular			
NWAESC---Reading Recovery Training Class			
266675 - Nov 19, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---ACT Aspire Technology Training			
267463 - Nov 19, 2015 9:00 am - 3:00 pm	6.00	21	133
Assessment,Educational Technology			
NWAESC---NWA ESOL Coordinators' Meeting			
259155 - Nov 20, 2015 9:00 am - 12:00 pm	3.00	16	17
Advocacy Leadership			
NWAESC---Elementary Principals' Forum			
269300 - Nov 20, 2015 9:00 am - 11:00 am	2.00	10	15
Instructional Leadership			
NWAESC---Microsoft Windows 10 Presentation and Local Technology Coordinator's Meeting			
270559 - Nov 20, 2015 10:00 am - 3:30 pm	4.50	12	14
Non-Curricular			
NWAESC---Dyslexia Contacts Meeting			
267622 - Dec 1, 2015 8:30 am - 3:30 pm	6.00	10	14
Data Disaggregation			
NWAESC---Board of Directors' Meeing			
273448 - Dec 1, 2015 8:30 am - 10:30 am	2.00	16	24
Advocacy Leadership			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Reading Recovery Continuing Contact - Team III (NWAESC Group) 259841 - Dec 2, 2015 12:00 pm - 3:00 pm	3.00	3	7
Instructional Strategies			
NWAESC---Phonics for Core Instruction Grades K-1 267572 - Dec 2, 2015 8:30 am - 3:30 pm	6.00	10	36
Instructional Strategies			
NWAESC---Cognos Quarry Studio Training 271212 - Dec 2, 2015 9:00 am - 4:00 pm	6.00	4	6
Non-Curricular			
ECM Year 3, Day 4 - Group J15 257310 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	7	22
Cognitive Research,Instructional Strategies			
NWAESC---Reading Recovery Training Class 266676 - Dec 3, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Barton Training on Dyslexia Interventions 270586 - Dec 3, 2015 8:30 am - 2:30 pm	6.00	5	18
Instructional Strategies			
NWAESC---Cognos Quarry Studio Training 271214 - Dec 3, 2015 9:00 am - 4:00 pm	6.00	5	8
Non-Curricular			
NWAESC---ECM Year 3, Day 5 - Group J15 257311 - Dec 4, 2015 8:30 am - 3:30 pm	6.00	7	21
Cognitive Research,Instructional Strategies			
NWAESC---FBA 271538 - Dec 4, 2015 8:30 am - 3:30 pm	6.00	5	6
Mentoring Coaching,Non-Curricular,Private Events,Systemic Change Process			
NWAESC--- 2-4 Word Study 275880 - Dec 4, 2015 8:00 am - 3:00 pm	6.00	2	51
Instructional Strategies			
NWAESC---School Board Training 262118 - Dec 7, 2015 5:00 pm - 8:00 pm	3.00	12	46
Advocacy Leadership			
NWAESC--Focus School Locally – Hired School Improvement Specialist Training (Day 3) 268646 - Dec 7, 2015 8:30 am - 3:30 pm	6.00	9	29
Private Events,Systemic Change Process			
NWAESC---ELLA Day 12: Site Based Observation Training - (1st Grade) 269436 - Dec 7, 2015 8:00 am - 3:00 pm	6.00	3	11
Instructional Strategies			
NWAESC---ECM Year 3, Day 4 - Group M15 257319 - Dec 8, 2015 8:30 am - 3:30 pm	6.00	8	24
Cognitive Research,Instructional Strategies			
NWAESC---Scoliosis Screening Cetification for School Nurses 270189 - Dec 8, 2015 8:30 am - 1:00 pm	4.00	8	10
Health Physical Activity			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---ECM Year 3, Day 5 - Group M15 257320 - Dec 9, 2015 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	7	22
NWAESC---P20 Task Force Meeting 269712 - Dec 9, 2015 9:30 am - 11:00 am Instructional Leadership	1.50	12	18
NWAESC---Family & Consumer Science Teachers Roundtable 270217 - Dec 9, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	9	12
NWAESC---Reading Recovery Training Class 266677 - Dec 10, 2015 11:30 am - 2:30 pm	3.00	1	2
NWAESC---PLC for Middle Level Counselors 267640 - Dec 10, 2015 8:30 am - 11:30 am Principles of Learning Developmental Stages	3.00	5	5
NWAESC---High School Principal's Forum 269308 - Dec 10, 2015 9:30 am - 11:30 am Instructional Leadership	2.00	14	16
NWAESC---December 2015 GT Program Coordinators Meeting 262447 - Dec 11, 2015 9:00 am - 1:30 pm Advocacy Leadership	4.00	11	11
NWAESC---Capacity Building for Instructional Facilitators 271197 - Dec 11, 2015 11:30 am - 2:30 pm Mentoring Coaching	3.00	9	27
NWAESC---Student GPS Training 271228 - Dec 11, 2015 8:30 am - 11:30 am Data Disaggregation	3.00	9	22
NWAESC---Focus, Connect, Act! Personalized Learning for all Students 271366 - Dec 11, 2015 8:30 am - 3:30 pm Advocacy Leadership,Instructional Leadership,Systemic Change Process	6.00	9	27
NWAESC--- U of A Center for Autism 272536 - Dec 11, 2015 1:00 pm - 2:00 pm Instructional Strategies	1.00	4	24
NWAESC---School Business Officials Meeting 273545 - Dec 11, 2015 9:00 am - 10:30 am Non-Curricular	1.50	11	14
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME) 274646 - Dec 11, 2015 8:00 am - 11:00 am Cognitive Research,Instructional Strategies	3.00	1	6
NWAESC---Developing and Integrating Spatial Mathematics and Engineering (DISME) 274650 - Dec 11, 2015 12:00 pm - 3:00 pm Cognitive Research,Instructional Strategies	3.00	1	2
NWAESC---Reading Recovery Continuing Contact - Team II (Rogers Group) 259819 - Dec 14, 2015 12:00 pm - 3:00 pm Instructional Strategies	3.00	1	11

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Unit Development with Student Engagement 271222 - Dec 14, 2015 8:30 am - 3:30 pm	6.00	1	5
Instructional Strategies			
NWAESC---ACCAPP Year 3, Day 4 (Grades 3-5) 269597 - Dec 15, 2015 8:30 am - 3:30 pm	6.00	10	24
Instructional Strategies			
NWAESC---NWA School Nurse Coordinator Meeting 272848 - Dec 15, 2015 1:00 pm - 3:00 pm	2.00	15	20
Health Physical Activity			
NWAESC---Reading Recovery Continuing Contact - Team IV (Van Buren Group) 259864 - Dec 16, 2015 12:00 pm - 3:00 pm	3.00	1	6
Instructional Strategies			
NWAESC---ACCAPP Year 3, Day 4 (K-2) 269580 - Dec 16, 2015 8:30 am - 3:30 pm	6.00	6	18
Instructional Strategies			
NWAESC---APSCN FMS - W2, 1095 and Calendar Year End 271750 - Dec 16, 2015 9:00 am - 12:00 pm	3.00	12	19
Non-Curricular			
NWAESC---Early Literacy Instruction 275923 - Jan 4, 2016 8:30 am - 3:30 pm	6.00	3	34
Instructional Strategies			
NWAESC---Dyslexia Contacts Meeting 267626 - Jan 7, 2016 11:30 am - 3:30 pm	3.00	15	19
Data Disaggregation			
NWAESC---NWA ESOL Coordinators' Meeting 259156 - Jan 8, 2016 9:00 am - 12:00 pm	3.00	18	19
Advocacy Leadership			
NWAESC---The "GROUP" Meeting 272283 - Jan 8, 2016 11:30 am - 1:00 pm	1.50	16	28
Advocacy Leadership			
NWAESC---Reading Recovery Continuing Contact - Team II (Rogers Group) 259820 - Jan 11, 2016 12:00 pm - 3:00 pm	3.00	1	11
Instructional Strategies			
NWAESC---ONLINE: Effective Questioning Winter 2016 263348 - Jan 11, 2016 8:00 am - 10:00 pm	7.00	3	3
Instructional Strategies			
NWAESC---ONLINE: Productive Math Discussions Winter 2016 263351 - Jan 11, 2016 8:00 am - 10:30 pm	6.00	1	4
Instructional Strategies			
NWAESC---ONLINE: The Inquiry-Based Classroom Winter 2016 263357 - Jan 11, 2016 8:00 am - 10:30 pm	6.00	1	1
Instructional Strategies			
NWAESC---Day 3: Objectives, Evaluation, Progress - Putting It All Together 252599 - Jan 12, 2016 8:30 am - 3:30 pm	6.00	14	38
Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---ACCAPP Year 3, Day 5 (Grades 3-5) 269599 - Jan 12, 2016 8:30 am - 3:30 pm Instructional Strategies	6.00	9	24
NWAESC---IF Meeting / Book Study 273838 - Jan 12, 2016 1:00 pm - 3:00 pm Instructional Leadership,Mentoring Coaching	2.00	1	5
NWAESC---MDC Unit Design Day 4 267173 - Jan 13, 2016 8:30 am - 3:30 pm Instructional Strategies	6.00	2	4
NWAESC--- 2-4 Word Study 275943 - Jan 13, 2016 8:00 am - 3:00 pm Instructional Strategies	6.00	2	45
NWAESC---ECM 2, Day 7 - Group L15 257306 - Jan 14, 2016 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	6	17
NWAESC---ACT Aspire - DISTRICT Test Coordinators 267466 - Jan 14, 2016 9:00 am - 3:00 pm Assessment	6.00	21	38
NWAESC---RTI- Arkansas 273114 - Jan 14, 2016 11:30 am - 2:30 pm Data Disaggregation	2.00	5	10
NWAESC---Board of Directors' Meeing 274555 - Jan 14, 2016 8:30 am - 10:30 am Advocacy Leadership	2.00	19	27
NWAESC---CGI 1, Day 7 - (Group A15) 256159 - Jan 15, 2016 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	8	29
NWAESC---Word Study Grades 2-4 270648 - Jan 15, 2016 8:30 am - 3:30 pm Instructional Strategies	6.00	8	26
NWAESC---Understanding ACT Aspire 273805 - Jan 18, 2016 1:00 pm - 3:30 pm Instructional Strategies	2.50	1	9
NWAESC---Environmental design, Visual Supports and Work Tasks 273847 - Jan 18, 2016 8:30 am - 3:30 pm Mentoring Coaching	6.00	2	2
NWAESC---Lifelines Intervention: Helping Students at Risk for Suicide 271721 - Jan 19, 2016 8:30 am - 3:30 pm Health Physical Activity	6.00	12	27
NWAESC---ACCAPP Year 3, Day 5 (K-2) 269585 - Jan 20, 2016 8:30 am - 3:30 pm Instructional Strategies	6.00	6	14
NWAESC---Lifelines Workshop: Suicide Prevention 271735 - Jan 20, 2016 8:30 am - 3:30 pm Health Physical Activity	6.00	11	29

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---DTC Work Sessions			
273534 - Jan 20, 2016 8:30 am - 11:30 am	3.00	3	9
Assessment			
NWAESC--- Novice Teacher Mentoring Training (formerly AIMM).			
271377 - Jan 21, 2016 8:30 am - 3:30 pm	6.00	5	43
Mentoring Coaching			
NWAESC---Reading Recovery Professional Development - (Van Buren Group)			
271844 - Jan 21, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---NWA Districts "Planning for New Science Standards" Conversation			
272974 - Jan 21, 2016 9:00 am - 11:30 am	2.50	9	17
Arkansas Content Standards Frameworks			
NWAESC---Capacity Building for Instructional Facilitators			
272891 - Jan 22, 2016 11:30 am - 2:30 pm	3.00	9	19
Mentoring Coaching			
NWAESC---Reading Recovery Continuing Contact - Team III (NWAESC Group)			
259843 - Jan 26, 2016 12:00 pm - 3:00 pm	3.00	3	5
Instructional Strategies			
NWAESC---BSS Mentee Meeting/Training			
274318 - Jan 26, 27, 2016 1:00 pm - 11:30 am	7.00	6	6
Non-Curricular			
NWAESC---Reading Recovery Continuing Contact - Team IV (Van Buren Group)			
259865 - Jan 27, 2016 12:00 pm - 3:00 pm	3.00	1	6
Instructional Strategies			
NWAESC---Small Group Instruction Grades 2-4			
272606 - Jan 27, 2016 8:30 am - 3:30 pm	6.00	11	51
Instructional Strategies			
NWAESC---Reading Recovery Training Class			
271846 - Jan 28, 2016 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Middle Level Principals' Meeting			
272706 - Jan 28, 2016 8:30 am - 10:30 am	2.00	5	8
Advocacy Leadership			
NWAESC---Attendance Refresh and Letter Setup			
273915 - Jan 28, 2016 9:00 am - 4:00 pm	6.00	6	11
Non-Curricular			
NWAESC---ECM Yr 1, Group H15 - Day 7			
256347 - Jan 29, 2016 8:30 am - 3:30 pm	6.00	5	21
Instructional Strategies			
NWAESC---Monthly NWA GT Program Coordinators Meeting for January 2016			
272957 - Jan 29, 2016 9:00 am - 12:00 pm	3.00	15	15
Advocacy Leadership,Instructional Leadership			
NWAESC---Transition and Monitoring Updates			
275056 - Jan 29, 2016 1:00 pm - 2:30 pm	1.50	3	22
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---ACCAPP Year 3, Day 6 (K-2) 269587 - Feb 2, 2016 8:30 am - 3:30 pm	6.00	7	15
Instructional Strategies			
NWAESC---CGI Year 2, Day 5 - Group F15 257325 - Feb 3, 2016 8:30 am - 3:30 pm	6.00	5	29
Instructional Strategies			
NWAESC---CGI 2, Day 5 - (Group D15) 257327 - Feb 3, 2016 8:30 am - 3:30 pm	6.00	6	25
Cognitive Research,Instructional Strategies			
NWAESC---Arkansas Student Intervention System - ASIS Training 273672 - Feb 3, 2016 12:30 pm - 3:30 pm	3.00	5	13
Assessment			
NWAESC---StudentGPS Training 273674 - Feb 3, 2016 8:30 am - 11:30 am	3.00	7	22
Assessment			
NWAESC---Elementary Counselors' PLC 273678 - Feb 3, 2016 8:30 am - 11:30 am	3.00	9	15
Building a Collaborative Learning Community			
NWAESC---CGI 3, Day 6 - (Group C15) 256340 - Feb 4, 2016 8:00 am - 3:00 pm	6.00	4	29
Cognitive Research,Instructional Strategies			
NWAESC---ECM Yr 2, Group I15 - Day 7 256353 - Feb 4, 2016 8:30 am - 3:30 pm	6.00	7	19
Instructional Strategies			
NWAESC---CGI 2, Day 6 - (Group D15) 257328 - Feb 4, 2016 8:30 am - 3:30 pm	6.00	6	24
Cognitive Research,Instructional Strategies			
NWAESC - Reading Recovery Professional Development - (NWAESC Group) 271849 - Feb 4, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---Teacher Center Committee Meeting 273403 - Feb 4, 2016 11:30 am - 3:00 pm	3.00	15	17
Advocacy Leadership			
NWAESC---AR Science Standards Update and Info 274388 - Feb 4, 2016 10:00 am - 12:00 pm	2.00	12	21
Advocacy Leadership,Curriculum Alignment,Instructional Leadership			
NWAESC---Next Year Data Base Set Up 274566 - Feb 4, 2016 9:00 am - 4:00 pm	6.00	14	19
Non-Curricular			
NWAESC---CGI 2, Day 5 - (Group N15) 256333 - Feb 5, 2016 8:30 am - 3:30 pm	6.00	9	23
Cognitive Research,Instructional Strategies			
NWAESC---CGI 3, Day 7 - (Group C15) 256341 - Feb 5, 2016 8:30 am - 3:30 pm	6.00	4	29
Cognitive Research,Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---TESS: Summative Evaluations 272285 - Feb 5, 2016 8:30 am - 11:30 am	3.00	14	27
Advocacy Leadership			
NWAESC---LEADS: Summative Evaluations 272326 - Feb 5, 2016 12:30 pm - 3:30 pm	3.00	7	13
Advocacy Leadership			
ASBA - Superintendent Evaluation Pilot Program 275679 - Feb 8, 2016 5:30 pm - 8:30 pm	3.00	8	29
Assessment,Non-Curricular			
NWAESC---Word Study Grades 2-4 272052 - Feb 9, 2016 8:30 am - 3:30 pm	6.00	10	45
Instructional Strategies			
NWAESC---Huntsville RTI District Meeting 275982 - Feb 9, 2016 1:00 pm - 3:30 pm	2.50	1	4
Instructional Strategies			
NWAESC---P20 Partnership Meeting 272287 - Feb 10, 2016 9:30 am - 11:30 am	2.00	14	26
Advocacy Leadership			
NWAESC---Reading Recovery Professional Development - (Van Buren Group) 271851 - Feb 11, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---PLC for Middle Level Counselors 272036 - Feb 11, 2016 8:30 am - 11:30 am	3.00	8	16
Principles of Learning Developmental Stages			
NWAESC---High School Principals' Forum 275036 - Feb 11, 2016 9:00 am - 11:00 am	2.00	10	13
Advocacy Leadership			
NWAESC---ACCAPP Year 3, Day 6 (Grades 3-5) 269601 - Feb 16, 2016 8:30 am - 3:30 pm	6.00	6	22
Instructional Strategies			
NWAESC---K-5 Science Cadre: Preparing for new Arkansas K-12 Science Standards, Year 2 275568 - Feb 16, 2016 4:30 pm - 7:30 pm	3.00	7	11
Arkansas Content Standards Frameworks			
NWAESC---Reading Recovery Professional Development - (Van Buren Group) 271852 - Feb 18, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---ACSIP Statewide Field Test Workday 274029 - Feb 18, 2016 9:00 am - 3:00 pm	5.50	8	13
Advocacy Leadership			
NWAESC---NWA ESOL Coordinators' Meeting 259157 - Feb 19, 2016 9:00 am - 12:00 pm	3.00	12	15
Advocacy Leadership			
NWAESC---K-1 Small Group Reading Instruction 273389 - Feb 19, 2016 8:30 am - 3:30 pm	6.00	9	27
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---CGI Year 3, Day 6 - Group O15 257335 - Feb 22, 2016 8:30 am - 3:30 pm	6.00	6	22
Instructional Strategies			
NWAESC---MDC Unit Design Day 5 267171 - Feb 22, 2016 8:30 am - 3:30 pm	6.00	2	2
Instructional Strategies			
NWAESC---Focus School Locally – Hired School Improvement Specialist Training (Day 4) 268648 - Feb 22, 2016 8:30 am - 3:30 pm	1.00	3	19
Private Events,Systemic Change Process			
NWAESC---Dyslexia Contacts Meeting 275452 - Feb 22, 2016 11:30 am - 3:30 pm	3.00	11	14
Data Disaggregation			
NWAESC---CGI Year 3, Day 7 - Group O15 257336 - Feb 23, 2016 8:30 am - 3:30 pm	6.00	6	20
Instructional Strategies			
NWAESC---ECM Year 3, Day 6 - Group J15 257312 - Feb 25, 2016 8:30 am - 3:30 pm	6.00	7	21
Cognitive Research,Instructional Strategies			
NWAESC---Dyslexia Therapist Training, (Year One) Day 11 262607 - Feb 25, 2016 8:00 am - 4:00 pm	8.00	13	13
Instructional Strategies			
NWAESC - Reading Recovery Professional Development - (NWAESC Group) 271854 - Feb 25, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---The ACT Aspire for Math: An Overview and Ideas for Your Classroom 275529 - Feb 25, 2016 8:30 am - 11:30 am	3.00	5	14
Assessment			
NWAESC---ECM Year 3, Day 7 - Group J15 257317 - Feb 26, 2016 8:30 am - 3:30 pm	6.00	7	20
Instructional Strategies			
NWAESC---Dyslexia Therapist Training, (Year One) Day 12 262610 - Feb 26, 2016 8:00 am - 4:00 pm	8.00	13	13
Instructional Strategies			
NWAESC---Capacity Building for Instructional Facilitators 272892 - Feb 26, 2016 11:30 am - 2:30 pm	3.00	7	24
Mentoring Coaching			
NWAESC---CGI Year 1, Group E15 - Day 7 256332 - Mar 1, 2016 8:30 am - 3:30 pm	6.00	8	27
Cognitive Research,Instructional Strategies			
NWAESC---ONLINE: Productive Math Discussions Spring 2016 263361 - Mar 1, 2016 8:00 am - 10:30 pm	6.00	4	4
Instructional Strategies			
NWAESC---ONLINE: Effective Questioning Spring 2016 263364 - Mar 1, 2016 8:00 am - 10:30 pm	7.00	4	6
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---ONLINE: The Inquiry-Based Classroom Spring 2016 263366 - Mar 1, 2016 8:00 am - 10:30 pm	6.00	7	9
Instructional Strategies			
NWAESC---ECM Year 3, Day 6 - Group M15 257321 - Mar 2, 2016 8:30 am - 3:30 pm	6.00	8	22
Cognitive Research,Instructional Strategies			
NWAESC---CGI 2, Day 6 - (Group N15) 256334 - Mar 3, 2016 8:30 am - 3:30 pm	6.00	9	22
Cognitive Research,Instructional Strategies			
NWAESC---ECM Year 3, Day 7 - Group M15 257322 - Mar 3, 2016 8:30 am - 3:30 pm	6.00	8	23
Instructional Strategies			
NWAESC---CGI Year 2, Day 6 - Group F15 257326 - Mar 3, 2016 8:00 am - 3:00 pm	6.00	5	29
Instructional Strategies			
NWAESC---Reading Recovery Training Class 271855 - Mar 3, 2016 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Word Study Grades 2-4 272053 - Mar 3, 2016 8:30 am - 3:30 pm	6.00	9	56
Instructional Strategies			
NWAESC---Board of Directors' Meeting 281350 - Mar 3, 2016 8:30 am - 10:30 am	2.00	14	23
Advocacy Leadership			
NWAESC---ACCAPP Year 3, Day 7 (K-2) 269589 - Mar 8, 2016 8:30 am - 3:30 pm	6.00	7	19
Instructional Strategies			
NWAESC---Reading Recovery Continuing Contact - Team III (NWAESC Group) 259846 - Mar 9, 2016 12:00 pm - 3:00 pm	3.00	3	7
Instructional Strategies			
NWAESC---Reading Recovery Continuing Contact - Team IV (Van Buren Group) 259869 - Mar 9, 2016 12:00 pm - 3:00 pm	3.00	1	5
Instructional Strategies			
NWAESC---ECM Year 1, Day 7 - Group K15 257300 - Mar 10, 2016 8:30 am - 3:30 pm	6.00	12	22
Cognitive Research,Instructional Strategies			
NWAESC---Reading Recovery Professional Development - (Van Buren Group) 271856 - Mar 10, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---Phonics for Core Instruction Grades K-1 272056 - Mar 10, 2016 8:30 am - 3:30 pm	6.00	12	35
Instructional Strategies			
NWAESC---NWA Districts "Planning for New Science Standards" Conversation 278920 - Mar 10, 2016 9:00 am - 11:30 am	2.50	6	9
Arkansas Content Standards Frameworks			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Curriculum Coordinators Meeting 278432 - Mar 11, 2016 11:30 am - 3:00 pm Advocacy Leadership	3.00	15	16
NWAESC---Middle Level Principals' Meeting 278435 - Mar 11, 2016 8:30 am - 11:30 am Advocacy Leadership	3.00	8	15
NWAESC---CGI 3, Day 6 - (Group G15) 245770 - Mar 14, 2016 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	5	28
NWAESC---Reading Recovery Continuing Contact - Team II (Rogers Group) 259823 - Mar 14, 2016 12:00 pm - 3:00 pm Instructional Strategies	3.00	1	10
NWAESC---Monthly NWA GT Program Coordinators Meeting for March 14, 2016 272959 - Mar 14, 2016 9:00 am - 12:00 pm Advocacy Leadership,Instructional Leadership	3.00	16	17
NWAESC---2016 NWA Science Olympiad Tournaments planning meeting on March 14, 2016 272961 - Mar 14, 2016 1:00 pm - 3:00 pm Instructional Leadership,Instructional Strategies	2.00	9	16
NWAESC---CGI 3, Day 7 - (Group G15) 245771 - Mar 15, 2016 8:30 am - 3:30 pm Cognitive Research,Instructional Strategies	6.00	6	28
NWAESC---ACCAPP Year 3, Day 7 (Grades 3-5) 269608 - Mar 15, 2016 8:30 am - 3:30 pm Instructional Strategies	6.00	8	24
NW Arkansas Regional Business & Industry Partnership - Day 1 273413 - Mar 15, 2016 8:30 am - 3:30 pm Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Systemic Change Process	6.00	29	135
NWAESC---NW Arkansas Regional Business & Industry Partnership - Day 2 273417 - Mar 16, 2016 8:30 am - 3:30 pm Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Systemic Change Process	6.00	26	76
NWAESC---VB MAPP Training 280246 - Mar 16, 17, 2016 8:30 am - 3:30 pm Non-Curricular	12.00	1	1
NWAESC - Reading Recovery Professional Development - (NWAESC Group) 271898 - Mar 17, 2016 11:30 am - 2:30 pm Instructional Strategies	3.00	1	2
NWAESC--- HP / Aruba Hands On Training Day 277168 - Mar 17, 2016 9:00 am - 3:00 pm Educational Technology	6.00	9	11
NWAESC---eSchool Upgrade Training 2.4 to 3.1 280377 - Mar 28, 29, 2016 9:00 am - 4:00 pm Non-Curricular	12.00	14	22

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Healthy Relationships and Dating Abuse 274695 - Mar 29, 2016 8:30 am - 11:30 am	3.00	21	64
Advocacy Leadership,Health Physical Activity			
NWAESC---Reading Recovery Professional Development - (Van Buren Group) 271899 - Mar 31, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---Phonics for Core Instruction Grades K-1 273540 - Mar 31, 2016 8:30 am - 3:30 pm	6.00	11	40
Instructional Strategies			
NWAESC---eSchool Upgrade Training 2.4 to 3.1 280373 - Mar 31, Apr 1, 2016 9:00 am - 4:00 pm	6.00	6	9
Non-Curricular			
NWAESC---Virtual AR Update and Registration Training 280747 - Mar 31, 2016 8:45 am - 3:00 pm	6.00	3	4
Curriculum Alignment,Instructional Strategies			
NWAESC---Capacity Building for Instructional Facilitators 272893 - Apr 1, 2016 11:30 am - 2:30 pm	3.00	5	15
Mentoring Coaching			
NWAESC---Federal Programs Meeting 282996 - Apr 1, 2016 9:00 am - 11:30 am	2.50	10	10
Non-Curricular			
NWAESC---The "GROUP" Meeting 283001 - Apr 1, 2016 11:30 am - 1:30 pm	2.00	13	17
Advocacy Leadership			
NWAESC---ACCAPP:Exploring Extended Equal Sharing Problems and the Math Embedded in Them 281239 - Apr 4, 2016 8:30 am - 3:30 pm	6.00	6	9
Cognitive Research,Instructional Strategies			
NWAESC---eSchoolPlus SMS Required Fields Training 282532 - Apr 5, 2016 9:00 am - 4:00 pm	6.00	5	9
Non-Curricular			
NWAESC---Dyslexia Therapist Training, (Year One) Day 13 262611 - Apr 6, 2016 8:00 am - 4:00 pm	8.00	10	10
Instructional Strategies			
NWAESC---Dyslexia Therapist Training, (Year One) Day 14 262617 - Apr 7, 2016 8:00 am - 4:00 pm	8.00	12	12
Instructional Strategies			
NWAESC - Reading Recovery Professional Development - (NWAESC Group) 271955 - Apr 7, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---Board of Directors' Meeting 286592 - Apr 7, 2016 8:30 am - 10:30 am	2.00	22	37
Advocacy Leadership			
NWAESC---Dyslexia Therapist Training, (Year One) Day 15 262618 - Apr 8, 2016 8:00 am - 4:00 pm	8.00	11	11
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Reading Recovery Continuing Contact - Team II (Rogers Group) 259826 - Apr 11, 2016 12:00 pm - 3:00 pm	3.00	1	10
Instructional Strategies			
NWAESC---Body Mass Index Training for School Nurses 279633 - Apr 12, 2016 8:30 am - 11:30 am	3.00	5	5
Health Physical Activity			
NWAESC---Scoliosis Screening Cetification for School Nurses 279636 - Apr 12, 2016 12:30 pm - 3:30 pm	3.00	4	4
Health Physical Activity			
NWAESC---Reading Recovery Continuing Contact - Team III (NWAESC Group) 259848 - Apr 13, 2016 12:00 pm - 3:00 pm	3.00	3	7
Instructional Strategies			
NWAESC---Reading Recovery Training Class 271956 - Apr 14, 2016 11:30 am - 2:30 pm	3.00	1	2
NWAESC---Middle School Counselors' PLC 275873 - Apr 14, 2016 8:30 am - 11:30 am	3.00	6	7
Advocacy Leadership,Building a Collaborative Learning Community			
NWAESC---NWA ESOL Coordinators' Meeting 259158 - Apr 15, 2016 9:00 am - 12:00 pm	3.00	15	16
Advocacy Leadership			
NWAESC---Dyslexia Contacts Meeting 267628 - Apr 15, 2016 8:30 am - 3:30 pm	6.00	10	11
Data Disaggregation			
NWAESC---ELLA Day 13 (Kindergarten) 274117 - Apr 19, 2016 8:30 am - 3:30 pm	6.00	4	12
Arkansas Content Standards Frameworks			
NWAESC---Dell Day / Tech Coordinator Meeting 282891 - Apr 19, 2016 9:00 am - 3:00 pm	5.00	10	12
Educational Technology			
NWAESC---K-5 Literacy Council Meeting 282367 - Apr 20, 2016 11:30 am - 3:30 pm	3.00	8	13
Instructional Leadership			
NWAESC---Elementary Counselors' PLC 275419 - Apr 21, 2016 8:30 am - 11:30 am	3.00	6	13
Building a Collaborative Learning Community			
NWAESC---High School Principals Forum 279359 - Apr 21, 2016 8:30 am - 10:30 am	2.00	8	8
Building a Collaborative Learning Community			
NWAESC---Huntsville Instructional Facilitators Training 286514 - Apr 21, 2016 12:00 pm - 3:00 pm	3.00	1	6
Instructional Leadership			
NWAESC---ELLA Day 13 (1st Grade and Others) 274114 - Apr 26, 2016 8:30 am - 3:30 pm	6.00	3	11
Arkansas Content Standards Frameworks			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Ozark School Psychology Association Spring 2016 Workshop 281412 - Apr 26, 2016 8:15 am - 3:15 pm	6.00	9	29
Assessment			
NWAESC---Reading Recovery Continuing Contact - Team IV (Van Buren Group) 259870 - Apr 27, 2016 12:00 pm - 3:00 pm	3.00	1	6
Instructional Strategies			
NWAESC---Word Study Grades 2-4 279182 - Apr 27, 2016 8:30 am - 3:30 pm	6.00	5	25
Instructional Strategies			
NWAESC---Reading Recovery Professional Development - (Van Buren Group) 271957 - Apr 28, 2016 11:30 am - 2:30 pm	3.00	1	2
Instructional Strategies			
NWAESC---Virtual AR Update and Registration Training 280751 - Apr 28, 2016 8:45 am - 3:00 pm	6.00	10	13
Curriculum Alignment,Instructional Strategies			
NWAESC---ONLINE What's Math Got to do With It?: A Book Study 278232 - May 2, 2016 8:00 am - 10:30 pm	12.00	1	1
Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---Hearing and Vision Training for the School Nurses 282147 - May 4, 2016 8:30 am - 3:30 pm	6.00	4	6
Health Physical Activity			
NWAESC - Reading Recovery Professional Development - (NWAESC Group) 272046 - May 5, 2016 8:30 am - 2:30 pm	5.00	1	2
Instructional Strategies			
NWAESC---Board of Directors' Meeting 289173 - May 5, 2016 8:30 am - 10:30 am	2.00	22	34
Advocacy Leadership			
NWAESC---Mentee Meeting 285987 - May 9, 2016 11:00 am - 4:00 pm	5.00	6	6
Non-Curricular			
NWAESC---ACCAPP, Day 8 (K-5) 269591 - May 11, 2016 8:30 am - 3:30 pm	6.00	9	32
Instructional Strategies			
NWAESC---ELF Day 12 282444 - May 11, 2016 8:30 am - 3:30 pm	6.00	4	10
Instructional Leadership			
NWAESC---Business Manager/Bookkeeper Roundtable 283345 - May 11, 2016 9:00 am - 12:00 pm	3.00	11	15
Non-Curricular			
NWAESC - Reading Recovery Professional Development - (NWAESC Group) 285844 - May 11, 2016 11:30 am - 2:30 pm	3.00	2	6
Instructional Strategies			
NWAESC---Reading Recovery Training Class 272047 - May 12, 2016 11:30 am - 2:30 pm	3.00	1	2

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Federal Program Coordinators Meeting 286486 - May 12, 2016 9:00 am - 11:00 am Advocacy Leadership	2.00	7	7
NWAESC---GROUP Meeting 286489 - May 12, 2016 11:00 am - 12:30 pm Advocacy Leadership	1.50	10	13
NWAESC---Monthly NWA GT Program Coordinators Meeting 272963 - May 16, 2016 9:00 am - 2:00 pm Advocacy Leadership,Instructional Leadership	3.00	12	12
NWAESC---Phonemic Awareness Training 288384 - May 16, 2016 1:30 pm - 4:30 pm Instructional Strategies	3.00	1	6
NWAESC---APSCN FMS - 1094 review, YE payrolls and page 36/37 287058 - May 18, 2016 9:00 am - 12:00 pm Non-Curricular	3.00	12	18
NWAESC--- K-1 Phonics TOT and Word Study 288399 - May 18, 19, 2016 8:30 am - 3:30 pm Instructional Leadership	12.00	2	24
NWAESC---Technology Coordinators' Meeting 285837 - May 19, 2016 1:00 pm - 3:00 pm Educational Technology	2.00	6	8
NWAESC---Teacher Center Committee Meeting 285984 - May 19, 2016 8:30 am - 11:30 am Instructional Leadership	3.00	6	8
NWAESC---NWA ESOL Coordinators' Meeting 284360 - May 20, 2016 9:00 am - 12:00 pm Advocacy Leadership	3.00	4	4
NWAESC---P20 Task Force Meeting 285510 - May 25, 2016 9:30 am - 12:00 pm Advocacy Leadership,Building a Collaborative Learning Community,Systemic Change Process	2.50	11	19
NWAESC---Essential Reports for MAP Teachers 286123 - Jun 1, 2016 8:30 am - 11:30 am Assessment	3.00	7	17
NWAESC---Differentiated Instruction 286128 - Jun 1, 2016 12:30 pm - 3:30 pm Instructional Leadership	3.00	6	15
NWAESC---Dynamic Assessment, Scaffolding, Progress Monitoring & RTI What's the Difference? 281977 - Jun 2, 2016 8:30 am - 3:30 pm Assessment,Building a Collaborative Learning Community	6.00	12	27
NWAESC---Essential Reports for MPG (Primary) Teachers 286131 - Jun 2, 2016 8:30 am - 11:30 am Assessment	3.00	4	7
NWAESC---Instructional Ladders 286135 - Jun 2, 2016 12:30 pm - 3:30 pm Assessment,Instructional Leadership	3.00	3	4

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Elementary Principals Forum 286496 - Jun 2, 2016 10:00 am - 11:30 am	1.50	11	13
Advocacy Leadership			
NWAESC---Board of Directors' Meeting 290066 - Jun 2, 2016 8:30 am - 10:30 am	2.00	18	27
Advocacy Leadership			
NWAESC--- Essential Reports for Administrators 286141 - Jun 3, 2016 8:30 am - 11:30 am	3.00	7	20
Assessment,Instructional Leadership			
NWAESC---District and School Goal Setting 286146 - Jun 3, 2016 12:30 pm - 3:30 pm	3.00	6	12
Assessment			
NWAESC---Science in Elementary: Picture Perfect Science and Curriculum Development 274707 - Jun 6, 7, 2016 8:30 am - 3:30 pm	12.00	9	36
Curriculum Alignment			
NWAESC---Phonics First® Foundations Level I (30 hours) Resource Teachers K-5 and Special Ed. K-5 275742 - Jun 6, 7, 8, 9, 10, 2016 8:30 am - 3:30 pm	30.00	9	32
Instructional Strategies			
NWAESC---ONLINE: Making Thinking Visible Book Study 278547 - Jun 6, 2016 8:00 am - 10:30 pm	16.00	1	1
Instructional Strategies			
NWAESC---ONLINE What's Math Got to do With It?: A Book Study 278554 - Jun 6, 2016 8:00 am - 12:00 pm	12.00	11	18
Instructional Leadership,Instructional Strategies			
NWAESC---Low Vision Technology 288109 - Jun 6, 2016 9:00 am - 3:00 pm	6.00	4	4
Educational Technology			
NWAESC---The ACT Aspire for Math: An Overview and Ideas for Your Classroom 275557 - Jun 7, 2016 8:30 am - 11:30 am	3.00	12	27
Assessment			
NWAESC---EoE: Creating a culture for Learning in the Music Classroom 278801 - Jun 7, 2016 8:30 am - 3:30 pm	6.00	9	13
Building a Collaborative Learning Community,Instructional Strategies			
NWAESC---CGI Year 3, Group F16 - Day 1 270793 - Jun 8, 2016 8:30 am - 3:30 pm	6.00	5	29
Instructional Strategies			
NWAESC---Screencasting in the Cloud 278246 - Jun 8, 2016 12:30 pm - 3:30 pm	3.00	7	11
Educational Technology			
NWAESC---What's in Your Classroom? 278251 - Jun 8, 2016 8:30 am - 11:30 am	3.00	11	21
Educational Technology			
NWAESC---Dyslexia Awareness and the RTI Connection (Elementary) 278333 - Jun 8, 2016 8:30 am - 3:30 pm	6.00	15	51
Instructional Leadership			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---CGI Year 3, Group F16 - Day 2 270794 - Jun 9, 2016 8:30 am - 3:30 pm	6.00	5	29
Instructional Strategies			
NWAESC---Grasping Phenomenal Science for Grades 9-12: Navigating from Standards to Instruction 274120 - Jun 9, 10, 2016 8:30 am - 3:30 pm	12.00	13	26
Instructional Strategies			
NWAESC---Cyber "Face" 278882 - Jun 9, 2016 8:30 am - 3:30 pm	6.00	13	25
Educational Technology			
NWAESC---Arkansas History - How did the Great Depression affect the economic and social structures in AR? 279456 - Jun 9, 2016 8:30 am - 2:30 pm	6.00	7	12
Arkansas Content Standards Frameworks,Arkansas History,Instructional Strategies			
NWAESC---CGI Year 3, Group F16 - Day 3 270795 - Jun 10, 2016 8:30 am - 3:30 pm	6.00	5	29
Instructional Strategies			
NWAESC---EoE: Implementing Portfolios for use in Student-Led Conferences 278479 - Jun 10, 2016 8:30 am - 11:30 am	3.00	5	10
Building a Collaborative Learning Community			
NWAESC---Waking the Walking Dead 278887 - Jun 10, 2016 8:30 am - 3:30 pm	6.00	13	24
Educational Technology			
NWAESC---Updates for ALE 279659 - Jun 10, 2016 8:30 am - 3:30 pm	6.00	8	13
Building a Collaborative Learning Community,Cognitive Research			
NWAESC---CGI Year 1, Group A16 - Day 1 270660 - Jun 13, 2016 8:30 am - 3:30 pm	6.00	6	14
Instructional Strategies			
NWAESC---K-1 Implementing a Comprehensive Literacy Framework Module 1 Overview of a Comprehensive Literacy Framework and Literacy Assessment System 274980 - Jun 13, 14, 2016 8:30 am - 3:30 pm	12.00	8	13
Arkansas Content Standards Frameworks			
NWAESC---Healthy Active Arkansas Schools 279262 - Jun 13, 2016 8:30 am - 3:30 pm	6.00	8	24
Health Physical Activity			
NWAESC---CGI Year 3, (Group N16) - Day 1 283176 - Jun 13, 2016 8:30 am - 3:30 pm	6.00	6	19
Cognitive Research,Instructional Strategies			
NWAESC---CGI Year 1, Group A16 - Day 2 270662 - Jun 14, 2016 8:30 am - 3:30 pm	6.00	6	14
Instructional Strategies			
NWAESC---Understanding and Supporting CGI and ECM as an Administrator 274390 - Jun 14, 2016 8:30 am - 3:30 pm	6.00	4	9
Advocacy Leadership			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---The Modern Workplace 277138 - Jun 14, 15, 2016 8:30 am - 3:30 pm	12.00	10	15
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Systemic Change Process			
NWAESC---Lessons Learned from ACTFL 278328 - Jun 14, 2016 8:30 am - 3:30 pm	6.00	7	8
Instructional Strategies			
NWAESC---CGI Year 3, (Group N16) - Day 2 283194 - Jun 14, 2016 8:30 am - 3:30 pm	6.00	6	19
Cognitive Research,Instructional Strategies			
NWAESC---CGI Year 1, Group A16 - Day 3 270663 - Jun 15, 2016 8:30 am - 3:30 pm	6.00	6	14
Instructional Strategies			
NWAESC---Disciplinary Literacy In Social Studies Grades 5- 12 274102 - Jun 15, 2016 8:30 am - 3:30 pm	6.00	3	3
Instructional Strategies			
NWAESC---The Lost Art of Handwriting 277149 - Jun 15, 2016 8:30 am - 11:30 am	3.00	8	23
Cognitive Research,Instructional Strategies			
NWAESC---Sensory Processing 101 277153 - Jun 15, 2016 12:30 pm - 3:30 pm	3.00	9	25
Cognitive Research,Instructional Strategies			
NWAESC---Module 3: Whole Group and Small Group Reading Instruction Grades 2-3 278411 - Jun 15, 16, 17, 2016 8:30 am - 3:30 pm	18.00	12	28
Instructional Strategies			
NWAESC---CGI Year 3, (Group N16) - Day 3 283197 - Jun 15, 2016 8:30 am - 3:30 pm	6.00	6	17
Cognitive Research,Instructional Strategies			
NWAESC---APSCN FMS - Fiscal Year End Review 288331 - Jun 15, 2016 9:00 am - 12:00 pm	3.00	13	17
Non-Curricular			
NWAESC---CGI Year 1, Group A16 - Day 4 270665 - Jun 16, 2016 8:30 am - 3:30 pm	6.00	6	14
Instructional Strategies			
NWAESC---Behavior Tools 274505 - Jun 16, 17, 2016 8:30 am - 3:30 pm	12.00	9	14
Non-Curricular			
NWAESC---Arkansas Educator's Outdoors: Exploring the Illinois River Watershed 275601 - Jun 16, 17, 2016 9:00 am - 4:00 pm	12.00	11	18
Instructional Strategies			
NWAESC---Sales/Use Tax (DFA) and Monthly Bookkeepers Roundtable 288072 - Jun 17, 2016 9:00 am - 3:00 pm	5.00	8	13
Fiscal Management			
NWAESC---CGI Year 2, Group C16 - Day 1 270713 - Jun 20, 2016 8:30 am - 3:30 pm	6.00	4	21
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---ECM Year 2, Group H16 - Day 1 270848 - Jun 20, 2016 8:30 am - 3:30 pm	6.00	6	14
Instructional Strategies			
NWAESC---Practical Ways to Use Technology in Your Classroom 275579 - Jun 20, 2016 8:30 am - 3:30 pm	6.00	11	26
Educational Technology,Instructional Strategies			
NWAESC---CGI Year 2, Group C16 - Day 2 270714 - Jun 21, 2016 8:30 am - 3:30 pm	6.00	4	21
Instructional Strategies			
NWAESC---ECM Year 2, Group H16 - Day 2 270850 - Jun 21, 2016 8:30 am - 3:30 pm	6.00	6	16
Instructional Strategies			
NWAESC---Solution Tree RTI (Day 1) - Cohort One 271418 - Jun 21, 2016 8:30 am - 3:30 pm	6.00	7	82
Advocacy Leadership,Building a Collaborative Learning Community,Data Disaggregation			
NWAESC---K-8 Science - Open Educational Resources (OERS) 275583 - Jun 21, 2016 8:30 am - 3:30 pm	6.00	12	24
Educational Technology			
NWAESC---ASBA Risk Management Program - Custodial/Maintenance Safety Program 275627 - Jun 21, 2016 8:30 am - 11:30 am	3.00	2	2
Non-Curricular			
NWAESC---7th - 8th Computer Science Grant 290493 - Jun 21, 22, 2016 8:30 am - 3:30 pm	12.00	14	17
Instructional Leadership			
NWAESC---CGI Year 2, Group C16 - Day 3 270715 - Jun 22, 2016 8:30 am - 3:30 pm	6.00	4	21
Instructional Strategies			
ECM Year 2, Group H16 - Day 3 270851 - Jun 22, 2016 8:30 am - 3:30 pm	6.00	6	16
Instructional Strategies			
NWAESC---Solution Tree RTI (Day 2)- Cohort One 271424 - Jun 22, 2016 8:30 am - 3:30 pm	6.00	7	82
Advocacy Leadership,Building a Collaborative Learning Community,Data Disaggregation			
NWAESC---Grades 4-5 Reading Module 3 (Whole Group and Small Group) 278399 - Jun 22, 23, 24, 2016 8:30 am - 3:30 pm	18.00	10	37
Instructional Strategies			
NWAESC---CGI Year 2, Group C16 - Day 4 270716 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	4	20
Instructional Strategies			
NWAESC---ECM Year 2, Group H16 - Day 4 270852 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	6	15
Instructional Strategies			
NWAESC---Disciplinary Literacy for Science Grades 6-12 274564 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	8	12
Instructional Strategies			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---K-1 Implementing a Comprehensive Literacy Framework Module 4			
Shared Reading			
275022 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	6	7
Arkansas Content Standards Frameworks			
NWAESC---EoE: Strategies that work: How to make learning engaging in the middle school classroom.			
276053 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	4	6
Instructional Strategies			
NWAESC---CTE Teacher's Business/Industry Internship			
278265 - Jun 23, 2016 8:30 am - 3:30 pm	6.00	6	8
Curriculum Alignment,Instructional Leadership,Instructional Strategies			
NWAESC---NWA Math Conference 2016: Promoting a Growth Mindset in Mathematics (Volunteer Session)			
285245 - Jun 23, 24, 2016 8:30 am - 3:30 pm	12.00	7	52
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---NTL: Overview of AR Teacher Professional Development Requirements			
290724 - Jun 23, 2016 9:00 am - 3:00 pm	5.00	5	9
Building a Collaborative Learning Community			
NWAESC---Science in Grades 3-8: Constructing Explanations and Arguing from Evidence			
275614 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	7	8
Instructional Strategies			
NWAESC---EoE: Don't Just Consume, Create!			
275787 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	10	12
Educational Technology,Instructional Strategies			
NWAESC---NWA Math Conference 2016: Promoting a Growth Mindset in Mathematics. (Co-op Group)			
277176 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	22	84
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---NWA Math Conference 2016: Promoting a Growth Mindset in Mathematics. (Rogers Group)			
277200 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	4	60
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---NWA Math Conference 2016: Promoting a Growth Mindset in Mathematics. (Springdale Group)			
277202 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	5	97
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
NWAESC---NWA Math Conference 2016: Promoting a Growth Mindset in Mathematics. (Fayetteville Group)			
277207 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	2	43
Building a Collaborative Learning Community,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 7/5/2016

Last modified: 7/5/2016

Session	Credits	Districts	Attended
NWAESC---Paraphrasing and Summarization for Academic Writing 279497 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	5	7
Arkansas Content Standards Frameworks, Educational Technology, Instructional Strategies, Principles of Learning Developmental Stages			
NWAESC--- Math Conference Pre-Service 289760 - Jun 24, 2016 8:30 am - 3:30 pm	6.00	6	11
Instructional Strategies			
NWAESC---CGI Year 2, Group B16 - Day 1 270697 - Jun 27, 2016 8:30 am - 3:30 pm	6.00	7	26
Instructional Strategies			
NWAESC---ECM Year 1, Group G16 - Day 1 270829 - Jun 27, 2016 8:30 am - 3:30 pm	6.00	9	26
Instructional Strategies			
NWAESC---LiPS: Lindamood-Bell Phonetic Sequencing 274197 - Jun 27, 28, 29, 2016 8:30 am - 3:30 pm	18.00	6	17
Instructional Strategies			
NWAESC---Charlie Mae Simon and AR Diamond Book Awards 278453 - Jun 27, 2016 8:30 am - 11:30 am	3.00	7	11
Instructional Strategies			
NWAESC---Technology in PBL 278893 - Jun 27, 2016 8:30 am - 3:30 pm	6.00	14	26
Educational Technology			
NWAESC---The Fundamentals of Sentence Writing Proficiency 279459 - Jun 27, 2016 8:30 am - 3:30 pm	6.00	3	4
Instructional Strategies			
NWAESC---"Regional ELP Standards Workshop" 280343 - Jun 27, 28, 29, 2016 8:30 am - 3:30 pm	18.00	25	76
Instructional Strategies			
NWAESC---CGI Year 2, Group B16 - Day 2 270702 - Jun 28, 2016 8:30 am - 3:30 pm	6.00	7	26
Instructional Strategies			
ECM Year 1, Group G16 - Day 2 270830 - Jun 28, 2016 8:30 am - 3:30 pm	6.00	9	26
Instructional Strategies			
NWAESC---What's All the Google About? (Beginning Level) 278896 - Jun 28, 2016 8:30 am - 3:30 pm	6.00	10	23
Educational Technology			
NWAESC---Hydraulics, Controls, and TIG Welding 288669 - Jun 28, 29, 2016 9:00 am - 3:00 pm	12.00	19	29
Advocacy Leadership, Building a Collaborative Learning Community, Instructional Leadership, Instructional Strategies			
NWAESC---CGI Year 2, Group B16 - Day 3 270703 - Jun 29, 2016 8:30 am - 3:30 pm	6.00	8	27
Instructional Strategies			
NWAESC---ECM Year 1, Group G16 - Day 3 270831 - Jun 29, 2016 8:30 am - 3:30 pm	6.00	9	26
Instructional Strategies			

Session	Credits	Districts	Attended
NWAESC---Interactive Notebooking			
275593 - Jun 29, 2016 8:30 am - 3:30 pm	6.00	13	25
Instructional Strategies			
NWAESC---Give Me More Google (Intermediate Level)			
278899 - Jun 29, 2016 8:30 am - 3:30 pm	6.00	10	26
Educational Technology			
NWAESC---CGI Year 2, Group B16 - Day 4	6.00	7	26
270704 - Jun 30, 2016 8:30 am - 3:30 pm			
Instructional Strategies			
NWAESC---ECM Year 1, Group G16 - Day 4	6.00	8	25
270832 - Jun 30, 2016 8:30 am - 3:30 pm			
Instructional Strategies			
NWAESC---Science Standards 101: Preparing for New Arkansas Science Standards	6.00	11	18
275622 - Jun 30, 2016 8:30 am - 3:30 pm			
Arkansas Content Standards Frameworks			
NWAESC---Writing Interventions for Struggling Adolescent Writers: Paragraph Writing			
276068 - Jun 30, 2016 8:30 am - 3:30 pm	6.00	7	9
Instructional Strategies			
NWAESC---Creative Activities and Strategies for K-12 Physical Education			
277165 - Jun 30, 2016 8:30 am - 3:30 pm	6.00	8	12
Arkansas Content Standards Frameworks, Curriculum Alignment			
GRAND TOTAL:		<u>202</u>	<u>11353</u>

NOTICE OF NON-DISCRIMINATION

Northwest Arkansas Education Cooperative does not discriminate on the basis of race, color, national origin, sex or disability in admission or access to or treatment or employment in its programs and activities. Any person having inquiries concerning compliance with the regulation of 1972, Section 504 of the Rehabilitation ACT of 1973 or other State or Federal law is directed to contact:

Northwest Arkansas Education Cooperative

Dr. Charles Cudney, Director
4 North Double Springs Road
Farmington, AR 72730
479-267-7450

TABLE OF CONTENTS

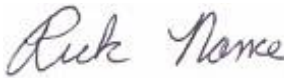
Table of Contents	1
Director’s Memo	3
Mission Statement	4
State Map of Cooperatives	5
Organizational Chart.....	6
Board of Directors.....	7
Teacher Center Committee	7
ESC Annual Report	9
I. Governance.....	9
II. Staff/Certified Staff	10
III. Teacher Center	13
IV. Administrative Services	13
V. Direct Services to Students.....	14
VI. Anecdotal Reports	14
VII. Employment Policies & Practices	15
Program Reports.....	16
Accounting	16
ADE/APSCN Financial Applications Field Analyst.....	18
ADE/APSCN Student Applications Field Analyst	19
ADE School Based Health Center Initiative	20
ADE School Improvement Supervisor.....	21
Arkansas Induction Mentoring Model (AIMM)	22
Behavior Support Specialist.....	23
Bus Driver EBT and Drug Testing.....	24
Career and Technical Education.....	25
CPC Copier Department.....	27
Digital Learning – Virtual Arkansas, Team Digital Arkansas Moodle.....	28
Director’s Office/Administration	30
Early Childhood	31
Early Childhood Special Education.....	33
Gifted and Talented	35
HIPPY	36
Arkansas on iTunesU	37
Literacy.....	38
Mathematics	40
Media.....	42
School Health Services	43
Science.....	44

Special Education	45
Transition Services	46
Speech Language.....	48
Teacher Center	49
Technology	50
Special Projects & Programs	52
Arkansas Leadership Excellence and Support Development System (LEADS)	52
ACT Aspire Online Testing	52
Etherscope Project.....	52
CGI-Cognitively Guided Instruction.....	52
Technology Infused Education (TIE) Project	53
Teacher Excellence Support System (TESS)	53
Literacy Design Collaborative/Mathematics Design Collaborative (LDC/MDC).....	53
Professional Development Activities Report	54

Director's Annual Memo

As a record for the 2015-16 year, the staff of Ozarks Unlimited Resources Educational Cooperative presents the following annual report. Included is information related to the programs and activities that are administered by the cooperative on behalf of the 16 school districts and other educational partners across the state of Arkansas. The cooperative has **109** employees and the administrative and conference room building is located five miles south of Harrison on Highway 65. The annual revenue collected for the year was approximately **\$6,000,000**. This 2015-16 year also continued the work with our staff and school districts in the implementation of the common core state standards. With the background of collaboration with the Arkansas Department of Education, other state educational organizations, and specifically the other statewide cooperatives, an important goal for future years involves the continued support of cooperative schools in the implementation of this initiative. Another major focus area for our co-op has been training for teacher and administrator evaluation as districts continue implementation. We are pleased to share this annual report, and we look forward to future years of serving Arkansas students and educators in the changing and challenging work of K-12 education. A quick overview of the shared programs between the Ozarks Unlimited Resources Cooperative, Department of Education, and the school districts of our area during the 2015-16 year is noted below.

- | | |
|------------------------------------|--|
| *ABC Preschools | *Gifted/Talented Specialist |
| *Accounting | *HIPYP |
| *ADE/Financial Field Analyst | *iTunes U |
| *ADE/APSCN Student Applications | *Literacy Specialists |
| Field Analysts | *Mathematics Specialist |
| *ADE School Improvement Supervisor | *Media |
| *ADE Special Education Supervisor | *Medicaid in the Schools |
| *Arkansas Science Specialist | *Arkansas Induction Mentoring Model |
| *Arkansas Transition Services | (AIMM) |
| *Behavior Support Specialist | *Science Specialist |
| *Bus Driver EBT & Drug Testing | *School Health Services |
| *Copy Program | *Special Education Supervisor Administration |
| *Career Technical Education | *Special Education Examiner Services |
| *Early Childhood Special Education | *Special Education Pathology Services |
| | *Teacher Center: Professional Development |
| | Curriculum Assistance |
| | *Technology |



Rick Nance
Director, O.U.R. Cooperative

MISSION STATEMENT

The O.U.R. Cooperative mission is to respond to the diversity of needs and opportunities in our constituency by:

- Continuously enhancing and expanding the quality of programs and services.
- Promoting and providing high expectations for positive leadership to effect desired change.
- Fostering public and private sector educational partnerships.

VALUE STATEMENTS

Mutual Respect: Each of us deserves to be treated with dignity.

Commitment: We will meet and deliver what we promise to each other and to our customers.

Teamwork: Teams make things happen when everybody's voice is heard.

Continuous Improvement: Each day, we should seek to get a little bit better, since small improvements added up bring us closer to our goals.

Initiative: If it is within my power, I'll do it; if not, I'll seek help.

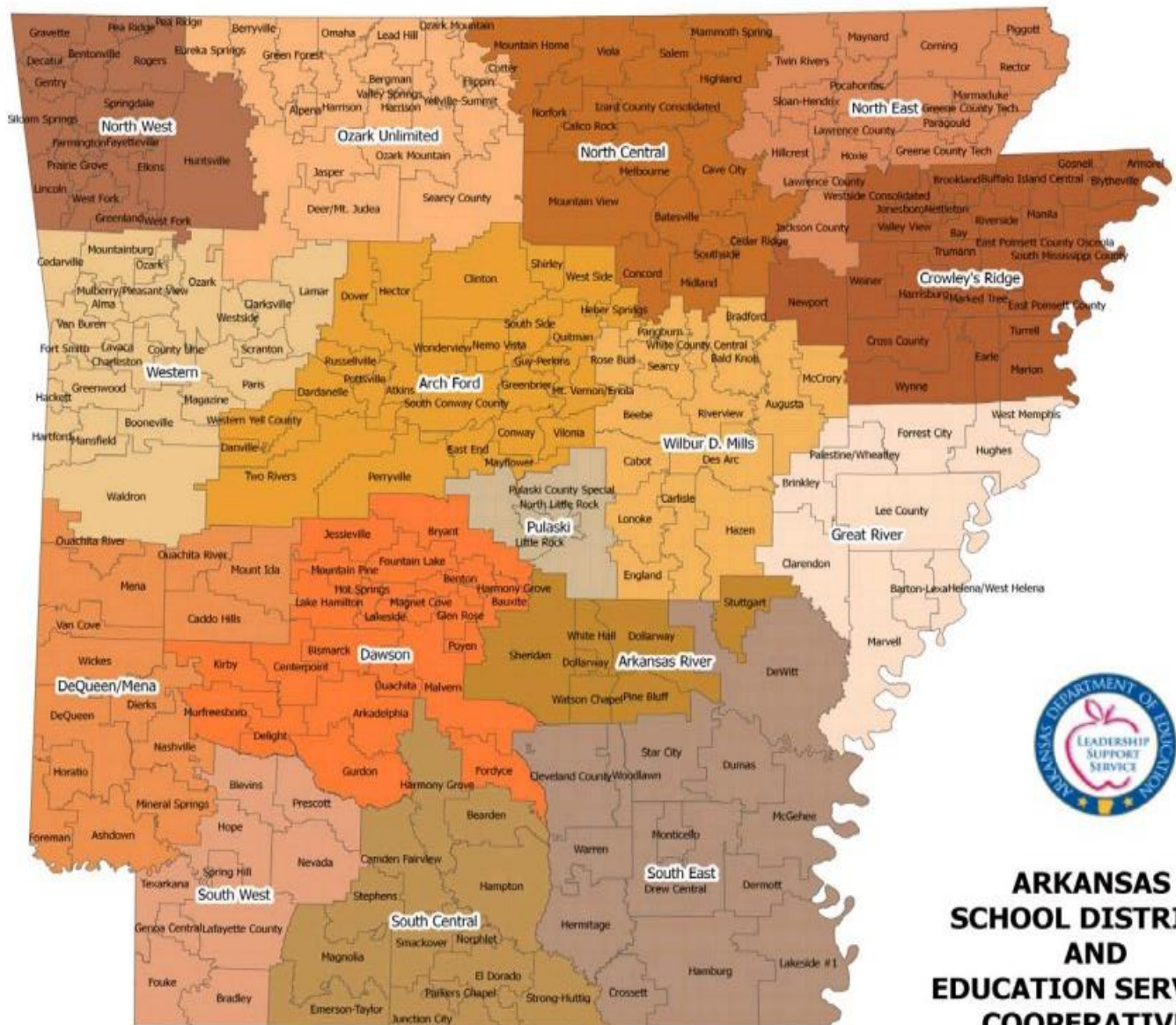
Trust and Integrity: We will trust one another to accomplish what we say we will accomplish. We will conduct ourselves, dealings with customers, and colleagues with integrity always.

Communication: We will strive to have a working knowledge of all programs in the Cooperative through active, open, honest communication with each other.

Customer Confidence: By always striving to meet customer needs and treating each individual with respect, we will increase the confidence customers have in the Cooperative.

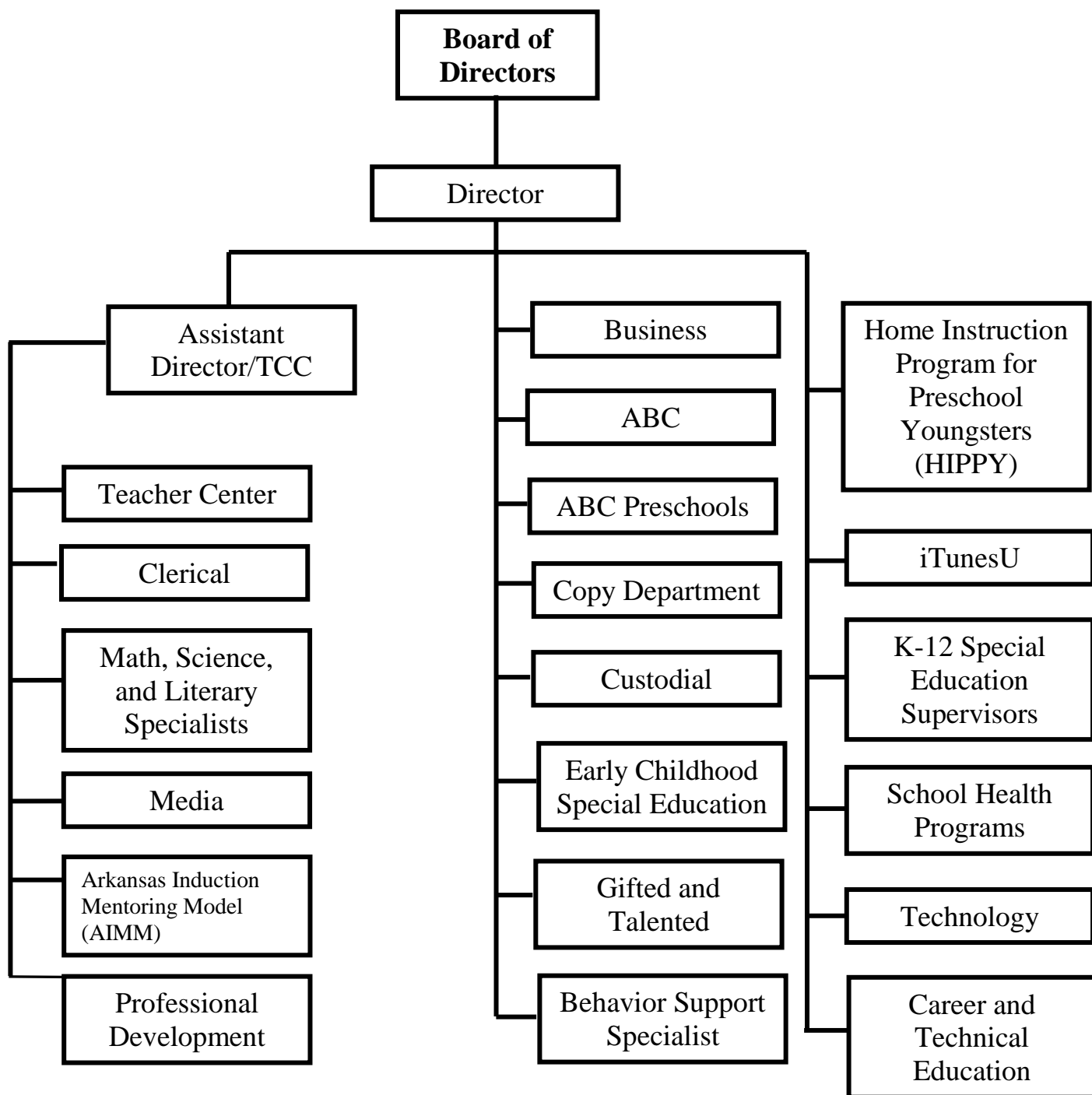
Cooperative Spirit: We will value all Cooperative programs as our own and do all that is possible to ensure their success.

Treat Everyone as Professionals: Treat all those who work in the organization as professionals, assuming that, once they learn to do their work, they usually know as much or more about how to do it well as anyone else. As professionals, however, they are always open to learning to do it better.



The goals of the O.U.R. Education Service Cooperative are to support the schools in their mission to provide students with a world class education by providing the member schools with programs, shared services, professional development and opportunities for collaboration in a more effective and efficient manner than they could provide independently.

Ozarks Unlimited Resources Educational Services Cooperative Organizational Chart



School Districts served by Ozarks Unlimited Resources Cooperative

Alpena, Bergman, Berryville, Cotter, Deer/Mt. Judea, Eureka Springs, Flippin, Green Forest, Harrison,
Jasper, Lead Hill, Omaha, Ozark Mountain, Searcy County, Valley Springs, Yellville-Summit

Officers of the Board

Name	Position	School District
Dr. Andrea Martin	President	Alpena
Jayne Jones	Vice President	Ozark Mountain
Jerry Parrett	Secretary	Omaha

Members of the Board

Name	Position	School District
Joe Couch	Superintendent	Bergman
Dr. Phillip Clark / Owen Powell	Superintendent	Berryville
Donald Sharp	Superintendent	Cotter
Richard Denniston	Superintendent	Deer/Mt.Judea
Dale Query	Superintendent	Flippin
Dr. Matt Summers	Superintendent	Green Forest
Dr. Mendy Moss	Superintendent	Harrison
Jeff Cantrell	Superintendent	Jasper
Joe Hulsey	Superintendent	Lead Hill
Jerry Parrett	Superintendent	Omaha
Jayne Jones	Superintendent	Ozark Mountain
Alan Yarbrough	Superintendent	Searcy County
Judy Green	Superintendent	Valley Springs
Wes Henderson	Superintendent	Yellville-Summit

Teacher Center Committee

Each participating district in the Ozarks Unlimited Resources Education Service Cooperative will have one representative on the Teacher Center Committee. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each Committee member shall be elected for a term of three years.

Elementary Teacher Positions	Name	District	Term Expires
	Stacie Ray	Berryville	Aug-16
	Andrea Gentry	Cotter	Aug-17
	Terry Register	Lead Hill	Aug_17
Middle/Jr. High Teacher Positions	Name	District	Term Expires
	Byron Clyatt	Ozark Mountain	Aug-16
	Kristen Rodriguez	Flippin	Aug-17
	Gene France	Omaha	Aug-17
	Sharon Wesley	Eureka Springs	Aug-18

HS Teacher Positions	Name	District	Term Expires
	Sarah Shields	Alpena	Aug-16
	Diana Branham	Valley Springs	Aug-18
Admin Positions	Name	District	Term Expires
	Debbie Wilson	Harrison	Aug-16
	Jeff Lewis	Jasper	Aug-16
	E.J. Freeman	Deer/Mt. Judea	Aug-17
	David Wyatt	Yellville-Summit	Aug-17
	Danette Chaney	Green Forest	Aug-18
	Tami Richey	Bergman	Aug-18
	Tim Baysinger	Searcy County	Aug-18

Education Service Cooperative (ESC) Annual Report

Date: 6/30/2016 LEA#: 520 ESC#: 520

ESC Name: Ozarks Unlimited Resources Education Service Cooperative

Physical Address: 5823 Resource Drive, Harrison, AR

Phone Number: 870-429-9100

Director: Richard Nance

Teacher Center Coord: Kim Fowler

Names of Counties Served: Baxter, Boone, Carroll, Johnson, Madison, Marion, Newton, and Searcy.

Number of Districts: 16 Number of Students: 14,886

Number of Teachers: 2455

I. Governance

- A. How is co-op governed? Board of Directors ☒ Or Executive Committee ☐
How many members on Board? 16
Executive Committee? N/A
How many times did the Board meet? 11
Executive Committee? N/A
When is the regular meeting? 3rd Friday of the month
Date of current year's annual meeting: June 7, 2016
- B. Does the co-op have a Teacher Center Committee? Yes ☒ No ☐
If yes, then:
How many members on the Teacher Center Committee? 16
How many members are teachers? 9
How many times did the Teacher Center Committee meet? 4
When is regular meeting? Nov 17, 2015, Dec 15, 2015, Feb 4, 2016, and Mar 30, 2016
- C. When was most recent survey/needs assessment conducted? January 2016
- D. Have written policies been filed with the Arkansas Department of Education? Yes ☒ No ☐

II. Staffing

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other source), their titles and the salary funding source for the positions. Place an asterisk (*) beside those who are housed at the co-op and whose salary does not flow through the co-op's budget.

O.U.R Cooperative Employees 2015-2016
S=State, F=Federal, B=Base Funding, D=District Allocation
M=Male, F=Female
White=W, Hispanic=H

2015-2016 Employees								
	Last Name	First Name	Position	Funding Source	New Hire	Resigned	Race	Sex
	ALGER-SAKSA	LINDA	Preschool Teacher	S			W	F
	BADLEY	ANITA	Paraprofessional	S			W	F
	BAGBY	SHEILA	Hippy Home Visitor	S			W	F
	BARKSDALE	LESA	Special Ed Supervisor	D			W	F
	BENTON	GWEN	Special Ed Supervisor	D			W	F
	BOOTH	NILA	Speech Pathologist	D			W	F
	BRIGHT	SHAVON	Special Needs Teacher	S	X		W	F
	BREEDLOVE	AMANDA	Preschool Teacher	S			W	F
	BROWN	JANETTE	Speech Pathologist	S			W	F
	BRYANT	LUTRISHA	Hippy Home Visitor	S	X		W	F
	BRYANT	JO	Paraprofessional	S			W	F
	BULLINGTON	LANNA	EC Special ED Coordinator	S			W	F
	BUNTING	AMANDA	Paraprofessional	S			W	F
	BURCH	KERRY	Hippy Home Visitor	S			W	F
	BURKS	DIXIE	Hippy Asst Coordinator	S			W	F
	CAMP	JESSICA	Preschool Teacher	S	X		W	F
	CAMPBELL	CYNTHIA	Special Needs Teacher	S			W	F
	CAMPBELL	LORA	Hippy Home Visitor	S	X		W	F
	CARNEY	REBECCA	Paraprofessional	S			W	F
	CASEY	KAREN	Paraprofessional	S	X		W	F
	CIMINO	LISA	Special Needs Teacher	S			W	F
	CLARK	LINDA	Preschool Teacher	S			W	F
	CLINE	NATHAN	Technology Coordinator	S			W	M
	CONDERY	TAMMIE	Paraprofessional	S			W	F
	DAVIS	KELLY	Paraprofessional	S	X		W	F
	DEAN	TONYA	Paraprofessional	S			W	F
	DECATOR	SAMANTHA	Paraprofessional	S			W	F
	DICKARD	DANA	Administrative Secretary	S			W	F
	DODSON	REBECCA	PAT Home Visitor	S			W	F
	DUNCAN	ELIZABETH	Paraprofessional	S			W	F
	DUNLAP	D'LORAH	Speech Pathologist	S			W	F
	EASTWOOD	ELISA	Paraprofessional	S	X		W	F
	EPERSON-JONES	JEANETTE	Special Needs Teacher	S			W	F
	FASON	SHELLEY	Hippy Home Visitor	S			W	F
	FITZPATRICK	KIMBERLY	Preschool Teacher	S			W	F
	FLUD	SHANE	Math Specialist	S			W	M
	FOSTER	MELISSA	Hippy Home Visitor	S			W	F
	FOWLER	KIMBERLY	Teacher Center/Asst. Director	S			W	F
	GIBBINS	CHERYL	Custodian/Maintenance	S	X		W	F

	GUHR	JOAN	Paraprofessional	S			W	F
	HAGOOD	BARBARA	Hippy Home Visitor	S			W	F
	HARRIS	BILLY	Custodian	B			W	M
	HEAD	SARAH	Paraprofessional	S			W	F
	HEFLEY	BEVERLY	Paraprofessional	S	X		W	F
	HENDON	AMY	Preschool Teacher	S			W	F
	HOLT	SANDRA	Speech Pathologist	D			W	F
	HOWIE	MERICA	Literacy Specialist	S			W	F
	HUEBNER	THERESA	Paraprofessional	S			W	F
	INGLE	SAMANTHA	Preschool Teacher	S	X		W	F
	JEFFREY	CARA	Preschool Teacher	S			W	F
	JOHNSON	KATIE	Assistant Speech	S			W	F
	JOHNSON	SANDRA	GT Coordinator	S			W	F
	KEITH	JUDY	Special Needs Teacher	S			W	F
	KELLEY	LORI	Hippy Home Visitor	S			W	F
	KEYMER	SHEILA	Paraprofessional	S			W	F
	KEYS	HOMER	Asst. Copy Manager	D			W	M
	KING	DARCIE	Hippy Home Visitor	S			W	F
	LACKEY	MALLORY	Preschool Teacher	S			W	F
	LAIR	VICTORIA	Hippy Home Visitor	S			W	F
	LAMBE	CINDY	ABC/Hippy Coordinator	S			W	F
	LEE	DONNIE	Distance Learning Coordinator	S			W	M
	LEE	TERINA	Administrative Secretary	S			W	F
	LOVE	LADONNA	Paraprofessional	S			W	F
	LOVELACE	MINDY	Preschool Teacher	S			W	F
	MAGEE	JACQUELINE	Paraprofessional	S			W	F
	MATTOX	ALICIA	Special Needs Teacher	S			W	F
	MCCARVILLE	CHRISTY	Paraprofessional	S			W	F
	MCCRACKEN	COLLEEN	Paraprofessional	S			W	F
	MCPHERSON	TAMATHA	Paraprofessional	S			W	F
	MELTON	REBECCA	Paraprofessional	S			W	F
	MOENNING	JODI	Preschool Teacher	S			W	F
	MOORE	STACY	Behavior Support Specialist	F			W	F
	MURPHEY	MARY	Speech Pathologist	D	X		W	F
	NANCE	RICHARD	Director	B			W	M
	NICKELL	LADONNA	Preschool Teacher	S			W	F
	NORMAN	CHASTITY	Paraprofessional	S			W	F
	NORTON	CHRISTY	Business Manager	B			W	F
	PAYNE	LARUE	Paraprofessional	S			W	F
	PAYROT	RANDI	Speech Pathologist	F	X		W	F
	RAGSDALE	SYDNEY	Paraprofessional	S			W	F
	RANDALL	BOBBIE	Paraprofessional	S			W	F
	RANKIN	ERICA	Hippy Home Visitor	S			W	F
	REED	BILLIE	Workforce Ed. Coordinator	S			W	F
	REED	DEANA	Special Needs Teacher	S	X		W	F
	RHODES	BARBARA	Administrative Secretary	S			W	F
	RICHARDSON	CHARITY	Paraprofessional	S			W	F
	RICHARDSON	LINDA	Paraprofessional	S			W	F
	RICKETTS	CINDY	Hippy Home Visitor	S			W	F
	RINE	TRACY	Administrative Secretary	D			W	F

	ROBERTS	CARLA	Paraprofessional	S			W	F
	ROBERTS	HOLLIE	Paraprofessional	S			W	F
	ROGERS	LESA	Special Ed. Supervisor	D			W	F
	ROCHOW	AMY	Preschool Teacher	S			W	F
	SIMS	ROBERTA	Paraprofessional	S	X		W	F
	SLAPE	GAYLE	Hippy Home Visitor	S			W	F
	SOOTER	ALECIA	Asst. Bookkeeper	B			W	F
	SOOTER	STEPHEN	Copy Technician	D			W	M
	SPARKS	SAMANTHA	Paraprofessional	S			W	F
	STANGE	JUANITA	Paraprofessional	S			W	F
	SYKES	GEORGIA	Speech Pathologist	S			W	F
	TARDIFF	EYVETTE	Special Needs Teacher	S			W	F
	TILLERY	JAMIE	Paraprofessional	S			W	F
	TILTON	CASSIE	Preschool Teacher	S			W	F
	TOMLINSON	SHELLEY	Science Specialist	S			W	F
	TRAMMELL	SANDRA	Assistant Speech	S			W	F
	TROILLETT	TRACI	Paraprofessional	S			W	F
	WARREN	LINDA	Administrative Secretary	S			W	F
	WHEELER	PATTIE	Literacy Specialist	S			W	F
	WHITNEY	DEBBIE	Paraprofessional	S			W	F
	WILKINSON	MISTY	Paraprofessional	S			W	F
	WILLIAMS	DEDRA	Hippy Home Visitor	S			W	F
	WILLIAMS	DIONA	Preschool Teacher	S			W	F
	WILSON	TREVA	Paraprofessional	S			W	F
	WINKLE	PHILLIP	Technology Assistant	B			W	M
	WISE	ELIZABETH	Asst. Speech Pathology	S			W	F
	WYAS	APRIL	Preschool Teacher	S	X		W	F
	YOUNG	PEGGY	Preschool Teacher	S			W	F

Employees Related by Blood / Marriage

Name	Position	Supervisor	Relationship
Donnie Lee	D.L. Coordinator	Rick Nance	Husband
Terina Lee	ABC Administrative Secretary	Cindy Lambe	Wife
Rick Nance	Director		Uncle (by marriage)
Phillip Winkle	Technology/Administrative Assistant	Kim Fowler & Nathan Cline	Nephew (by marriage)
Gwen Younger	Early Childhood Special Education Long Term Substitute	Lanna Bullington	Mother
Lanna Bullington	Early Childhood Special Education Coordinator	Rick Nance	Daughter
Sandra Johnson	GT Coordinator	Rick Nance	Mother-in-law
Katie Johnson	Assistant Speech	Lanna Bullington	Daughter-in-law

III. Teacher Center

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Most sessions involve curriculum assistance. Include a cumulative total of participants. (See Professional Development Activities Report attached)

A. Does the co-op provide media services to schools? Yes ☒ No ☐

Approximate the number of titles in media center 242

Does the co-op provide delivery to the districts? Yes ☒ No ☐

How many districts participate in the media program? 16

How many titles (including duplicate counts) were provided to schools during this current year? 49

Do districts contribute dollars to the media services? Yes ☐ No ☒

If yes, then:

How are media / technology charges per district determined (formal or per ADM)? Please describe:

Does the co-op operate a "make-and-take" center for teachers? Yes ☒ No ☐

If yes, then:

How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 205

IV. Administrative Services

Please check administrative services offered through the co-op:

- ☒ Cooperative purchasing
- ☒ Conduct Annual Needs Assessment /Planning assistance
- ☒ Special education services
- ☒ Gifted and talented assistance
- ☒ Grant writing assistance
- ☒ Personnel application
- ☒ Assist/support with Evaluation procedures (OSR, ACSIP Monitoring, GT Program evaluation, Special ED Evaluation etc.)
- ☐ Migrant student identification
- ☒ Bookkeeping assistance
- ☒ Technology training
- ☒ Curriculum support (Common Core State Standards)
- ☒ Business Management training
- ☐ Computer technician
- ☒ C.C.R.P.P. Administration/Collaboration
- ☒ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☐ TARGET interim assessments
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and Local Board Members Training
- ☒ Other (please specify)
- ☒ Printing
- ☒ Copy Program
- ☒ iTunesU
- ☒ ESC Works Support

V. Direct Services to Students

Please check the student services provided through the co-op:

- ☒ Student assessment program
- ☒ Itinerant teachers – please list areas: (ECSE, SPED)
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☒ Mentor programs (Ex. Parents as Teachers)
- ☒ Gifted/talented programs: 16 participating districts
- ☒ Digital instruction (Ex. AR iTunes U, podcasts)
- ☒ Speech Pathology Services
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☒ ABC Preschool Centers
- ☒ Other (Please specify):
- ☒ Early Childhood Special Education 3-5 years of age
- ☒ Distance Learning
- ☒ Behavior Support Services
- ☒ Quiz Bowl
- ☒ Chess Tournament
- ☒ Math Carnival
- ☒ Science Fair
- ☒ Summer Ecology Camp
- ☒ Summer AEGIS CAVES Camp Project

VI. Anecdotal Reports

Please list below descriptions of activities which demonstrate partnerships, cooperative agreements or creative ways that the co-op has assisted local districts. Co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

College Classes Offered at O.U.R. Education Cooperative Facilities

UCA uses the facilities at O.U.R. Education Cooperative to hold classes. The MAT program has utilized Co-op facilities to have classes. This service allows area residents who have a bachelor's degree in a non-education related field to obtain a Master of Arts in Teaching. This degree program positions participants to obtain a teaching license and address shortage areas for our local school districts. In years past, classes related to other degree programs from UCA and Harding University have been held utilizing Co-op facilities.

CPC Copier Program Provided for Local School Districts

O.U.R. Education Service Cooperative provides a copier program which places copier equipment in schools without requiring the districts to enter long-term leases for the equipment. The department provides service for the machines as needed. The districts pay an amount per copy for this service. This arrangement provides an efficient means for districts to have access to copiers without entering into long-term lease agreements.

VII. Employment Policies and Practices

Act 610 of 1999 requires that each educational service cooperative report the following information:

Employed

Number of new males employed by the cooperative for the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

 0 White
 0 African American
 0 Hispanic
 0 Asian
 0 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

 4 White
 0 African American
 0 Hispanic
 0 Asian
 0 American Indian/Alaskan Native

Terminated

Number of males terminated by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

 0 White
 0 African American
 0 Hispanic
 0 Asian
 0 American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

 4 White
 0 African American
 0 Hispanic
 0 Asian
 0 American Indian/Alaskan Native

Seeking Employment

Number of males seeking employment by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

 0 White
 0 African American
 0 Hispanic
 0 Asian
 0 American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2015-2016 school year:

For this number above, please provide the number in each of the following racial classifications:

 67 White
 0 African American
 2 Hispanic
 0 Asian
 0 American Indian/Alaskan Native

Program Accounting
Funding Source Base

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Name	Position	Degree
Christy Norton	Business Manager	
Alecia Sooter	Assistant Bookkeeper	

Goal

To provide financial support to all programs and participating districts of the Cooperative.

For the 2015-2016 year the O.U.R. Cooperative had a total of 40 program accounts and had a budget of \$6,621,728.17. Actual Expenditures were \$4,730,060.59 The total revenue and carry over balances for the year was \$7,577,417.52.

2015-2016 Funding Source

State/Local Funding

Cash on Hand \$1,555,934.44

Base Funding \$408,618.00
Interest on Investments \$42,232.33
Admin Receipts \$276,169.98
Services to LEA's \$11,016.00
ESC Professional Development \$161,166.76
Paper Sales \$133,244.80
Technology Services \$435.64
Revenue Local Sources \$4,731.87
Copy Department \$101,918.88
Pathwise Mentoring \$4,800.00
Early Childhood – Headstart (2030) \$123,220.00
Early Childhood Tuition (2041) \$68,929.85
Early Childhood State (2260) \$513,986.20
Technology Grant \$75,000.00
Special Education \$282,275.12
Speech \$313,519.30
Math Specialist \$86,500.00
Math Carnival \$8,150.00
Science Specialist \$86,500.00

Science Fair \$6,840.00
GT Coordinator \$34,240.00
Workforce Ed Coordinator \$54,332.00
ABC Grant \$350,786.00
ABC Tuition \$113,052.59
Hippy Grant \$406,641.26
MIECHV Hippy Grant \$33,208.46
Literacy Grant \$173,000.00
Parents as Teachers \$48,359.56
Technology / Base \$18,571.42
SBHAA \$1,620.17
Lead Principal Stipend \$5,000.00
GT Aegis Grant \$10,000.00
GT Advance Placement \$5,500.00
I Tunes U Grant \$99,000.00

Total Local/State Funds \$4,062,566.19

Federal Funds

Behavior Support Specialist \$110,000.00
Workforce Ed Consortium (6570) \$58,225.00
VI B \$96,628.59
Preschool Medicaid \$25,160.32
ARMAC \$20,097.70
TANF \$1,400,000.00
Workforce Supply Grants \$2,000.00

Total Federal Funds \$1,712,111.61

Food Service

Snack Reimbursement \$27,897.98

Grand Total \$5,802,575.78

☒ Restricted

☐ Non-restricted

- Participating Districts
- ☒ Alpena

☒ Bergman

☒ Berryville

☒ Cotter

☒ Deer/Mt.Judea

☒ Eureka Springs

☒ Flippin

☒ Green Forest

☒ Harrison

☒ Jasper

☒ Lead Hill

☒ Omaha

☒ Ozark Mountain

☒ Searcy County

☒ Valley Springs

☒ Yellville-Summit

☐ Statewide

Personnel

Name	Position	Degree
Lauryn Cheek	APSCN Financial Field Analyst	Business Administration

Goal
To provide end-user support to district financial users of the FMS statewide Financial Management System, COGNOS reports and to provide support in the area meeting state financial coding guidelines.

Program Summary
The Financial Applications Field Analyst provides services to districts within Arkansas that utilize the FMS statewide Financial Management System software. Financial Management Systems Applications computer software is used primarily to process and record financial transactions. The SunGard Pentamotion financial management systems applications provided by APSCN include the following integrated modules: Fund Accounting, Human Resources, Fixed Assets Personnel Budgeting, Budget Prep, Purchasing and Warehouse. The Financial Field Analyst provides technical, and accounting assistance for all of the modules as well as APSCN Applications fields. The Analyst also provides technical and practical assistance for the Statewide Reporting Cycles. Various trainings offered throughout the year include, but are not limited, FMS Required Fields for State Reporting, New Personnel, COGNOS Report Writing, Fiscal Year End, and Calendar Year End.

Major Highlights of the Year:
State Reporting training.

Program **ADE/APSCN Student Applications Field Analyst**
Funding Source Arkansas Department of Education

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Sandra Harber	APSCN Student Field Analyst	
Aaron Hughes	APSCN Student Field Analyst	

Goal

To provide end-user support to district students users of the statewide Student Management System (SMS) and Cognos reports and to provide support in meeting statewide reporting guidelines.

Program Summary

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS software. SMS Applications is computer software used primarily to process and maintain student records. The SunGard Pentamotion student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. Through the nine required cycle reports, districts electronically submit data to the ADE throughout the school year at designated times. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, E-School, Next Year Scheduling, and Year End Rollover. There are two Student Applications Field Analyst who are assigned to O.U.R. Education Cooperative Schools. Sandra Harber is housed at Northcentral Arkansas Education Cooperative and the position held by Aaron Hughes is housed at Northwest Arkansas Education Cooperative. Staff holding these positions are at the cooperative on a regular basis to assist personnel from the school districts. They have provided support to ten of the O.U.R. Co-op districts as all districts implemented eSchool Plus at the beginning of the 2015-16 school year.

Major Highlights of the Year:

State Reporting training
 E-School Training

Program **ADE School Based Health Services**
Funding Source State; Act 180 Tobacco Excise Fund

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-restricted

Participating Districts

☐ Alpena ☐ Deer/Mt.Judea ☐ Harrison ☐ Ozark Mountain ☒ Statewide
☐ Bergman ☐ Eureka Springs ☐ Jasper ☐ Searcy County
☐ Berryville ☐ Flippin ☐ Lead Hill ☐ Valley Springs
☐ Cotter ☐ Green Forest ☐ Omaha ☐ Yellville-Summit

Personnel

Name	Position	Degree
Elizabeth "Betsy" Kindall	ADE Employee (housed at OUR)	Ed.D.

Goal

To work statewide in assisting schools districts with the development, implementation, and monitoring of school based mental health services via ADE Office of School Health Services and the School Based Health Center Initiative.

Program Summary

Overview:

- Provide professional development and training to state and local personnel in order to provide best practice techniques on school based mental health service programming.
- Develop, implement, and monitor school based mental health programs within school based health centers and to those participating districts state wide.
- Increase the ability to access mental health services within the educational environment to provide students the tools to make academic progress.
- Evaluate and assess the impact of these programs and activities through data collection, site visits, and ongoing technical assistance.
- Provide technical assistance, training, and monitoring as school districts work to develop school based health centers across the state.

Hot Topics:

- Increase academic achievement by addressing the whole child within educational settings by providing access to necessary services. Schools continue to need technical assistance as they develop and implement programs.
- Improving the collaboration between the Department of Behavioral Health, Department of Health, and other vested parties to move toward best practice approaches to school based mental health in Arkansas.
- Working with the Governor's Commission on Children's Behavioral Healthcare to make strides in school based mental health services.
- Expand and Improve data collection and assessment relative to services.

All school districts statewide have access to technical assistance for School Based Mental Health Services. As of 2016, there are 27 funded School-Based Health Centers (SBHC).

Program ADE/School Improvement Supervisor
Funding Source Arkansas Department of Education

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

- ☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
- ☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
- ☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
- ☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

John Harris	School Improvement Supervisor	

Goal

To facilitate school improvement efforts in local districts and schools including: 1. Support/assist local school districts in developing the district level Arkansas Comprehensive School Improvement Plan (ACSIP) 2. Provide Technical Assistance related to ACSIP 3. Support/Assist local school districts with schools on focus on Priority School Improvement Categories 4. Support/Assist local school districts as they develop/implement systematic and sustainable school improvement 5. Support/Assist local school districts in the research, development, and/or the acquisition of additional resources related to school improvement efforts (both internal and external) 6. Serve as a broker of resources/point of contact between the local School District and the ADE related to the Statewide System of Support (SSOS).
Mr. Harris is not housed at the O.U.R. Education Cooperative. However, he has provided support for co-op district personnel.

Program Summary

Major Highlights of the Year:

Providing support to O.U.R. Co-op district personnel during the approval process for ACSIP including the transition to the use of IndiStar as the platform for school improvement planning.

Program Arkansas Induction Mentoring Model (AIMM)
Funding Source ADE Office of Teacher Quality

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Kim Fowler	TCC/Asst. Director	Ed.D./MSE/BS
Sandra Johnson	G.T. Specialist	MSE/BSE

PROGRAM SUMMARY:

Arkansas Induction Mentoring Model training is required for any teacher who serves as a mentor to a novice teacher. O.U.R. Co-op hosted two sessions of this training. AIMM training provides understanding of the elements of the AIMM Mentor process and how to utilize the online system for gathering and reporting information to the state. The mentors/mentees utilized the AIMM learning modules via Moodle. The AIMM Program at the O.U.R. Co-op will continue to support participating districts in creating and sustaining a successful mentoring program for new teachers in the profession. O.U.R. Co-op personnel provided support to Mentoring Project Directors on an as needed basis.

GOALS:

- Become familiar with the Framework for Teaching (FfT) and the relationship between AIMM and TESS (Teacher Effectiveness Support System)
- Use the AIMM Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

Program **Behavior Support Specialist**
Funding Source ADE Grant from Special Education Unit

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Name	Position	Degree
Stacy Moore	Behavior Support Specialist	Ph.D.

Goal

To support LEAs and school districts in the provision of special education and related services to students identified as having a disability pursuant to the Individuals with Disabilities Education Act.

Program Summary

This program staffs one full-time behavior support specialist (BSS), Stacy Moore, and supports the provision of training, resources, and professional development to schools and staff within the state. Duties and activities of the BSS included responding to CIRCUIT referrals and requests for assistance; conducting record reviews, interviews, and observations to assist schools in addressing student behavior concerns; assisting schools in conducting functional behavior assessments; assisting schools in developing and implementing behavior intervention plans; providing training to staff in accordance with individual student needs as well as staff needs; providing hands on training and professional development to special education and other school personnel; gaining current knowledge and skills in areas critical to behavior intervention; working toward building capacity of schools and school districts to prevent and respond to behavior challenges in the school setting, and working collaboratively with behavior support specialists in other ESCs. The total amount of BSS funds for 2015-2016 was \$110,000.

Major Highlights of the Year (2015-2016)

- Conducted PCM re-certification training and BehaviorTools training for area teachers and support staff to teach prevention, intervention, and de-escalation strategies.
- Recertified as a PCM and BehaviorTools Instructor to assist schools with crisis management prevention and intervention.
- Provided training specific to the needs of area schools in the areas of ABA, autism, behavior strategies, emotional regulation, and data collection. Provided follow-up coaching to data collection training participants.
- Presented at annual paraprofessional training for support staff in the OUR co-op area.
- Responded to over 20 CIRCUIT referrals from 12 different school districts for the 2015-2016 school year.
- Participated in multiple professional development opportunities to maintain and grow knowledge and skills to be applied towards behavior support (e.g., Transforming the Intense Child; Non-Medication Approaches to the Most Challenging Behaviors, Beyond Behavior, and High Functioning Autism trainings).
- Collaborated with Behavior Support Specialists across the state to develop behavior trainings and to work together on shared CIRCUIT referrals.

Program

Funding Source

Bus Driver EBT and Drug Testing

Personnel

Competitive Grant

☐ Yes

☒ No

☒ Restricted

☐ Non-restricted

Participating Districts

☐ Alpena

☐ Deer/Mt.Judea

☐ Harrison

☐ Ozark Mountain

☐ Statewide

☐ Bergman

☐ Eureka Springs

☐ Jasper

☐ Searcy County

☐ Berryville

☐ Flippin

☐ Lead Hill

☐ Valley Springs

☒ Cotter

☐ Green Forest

☐ Omaha

☒ Yellville-Summit

Personnel

Goal

Ensure participating districts' alcohol and drug testing are in compliance with DOT regulations.

Program Summary

The O.U.R. Cooperative coordinates with districts who wish to participate in the alcohol and drug testing program.

This program assists in meeting U.S. Department of Transportation regulations.

Program Career and Technical Education
Funding Source Carl D. Perkins Funding

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt. Judea ☐ Harrison ☐ Ozark Mountain ☐ Statewide
☒ Bergman ☐ Eureka Springs ☒ Jasper ☐ Searcy County
☐ Berryville ☐ Flippin ☒ Lead Hill ☒ Valley Springs
☐ Cotter ☐ Green Forest ☐ Omaha ☐ Yellville-Summit

Personnel

Billie G. Reed	Career and Technical Education	M.Ed., MBA, BS
		AR Adult Education License
		Certifications-SPHR-CP, GCDF

Goal

The goal for the O.U.R. Education Cooperative CTE programs for the 2016-2017 year is to provide in-services for the 16 school districts to review 2015-2016 EOC Reports and collaborate with their peers on strategies to improve student success. Also, the CTE Department plans to hold the 3rd CTE Regional Partnership Council Summit in Fall 2016. The plan is to include Career & Technical Education Programs from the Northark Technical Center and bring the Be Pro Be Proud Truck to the summit. The Arkansas Department of Career Education is undergoing improvement changes and the expectation is that CTE Coordinators will be utilized more through initiatives and other improvement activities.

Program Summary

The Arkansas Department of Career Education, ADCE, provides a \$50,000 grant for the CTE Coordinator to support the following services for Career Technical Education, CTE, Departments within the 16 School Districts served through the OUR Educational Cooperative: Competency Testing Reports, Teacher Information System Review and Follow-up, Assistance to New Teachers, Relevant Professional Development/Technology Training, Assistance with Policies and Procedures Interpretation, Training on Kuder Career Planning, Collaboration Opportunity for CTE Teachers using end-of-course competency results, etc.

In addition, the CTE coordinator provided assistance to 6 school districts through the O.U.R. Education Cooperative Carl D. Perkins Consortium. Those districts are Alpena, Bergman, Deer/Mt. Judea, Jasper, Lead Hill, and Valley Springs. For those districts, the CTE coordinator prepared the Annual Application and submitted to ADCE, managed the budget of \$58,225, completed on-site visits to each site, submitted Completer & Placement Reports along with seven amendments for the consortium to ACE.

Major Highlights of the Year:

CTE Coordinator with a committee planned and held the second CTE Regional Partnership Council Summit. The Harrison CTE Television Students recorded the summit and interviewed participants. There were over 240 people in attendance representing Secondary, Postsecondary, Business & Industry, Arkansas Department of Career Education, Arkansas Department of Workforce Services, Arkansas Department of Education and Legislators.

As an O.U.R. LDC Team Trainer along with Literacy and Science trainers, the CTE Coordinator provided LDC Training to Bergman, Searcy County & Valley Springs.

The CTE Coordinator served on the Northark Regional Workforce Planning Grant Committee and toured model programs in Salt Lake City, Utah and in Wisconsin. The CTE Coordinator has participated in Carroll County Collaborative (C3) Meetings focused on workforce development involving the secondary partners: Eureka Springs, Berryville and Green Forest. As part of this work, the CTE Coordinator toured with representatives from Berryville City, Tysons in Green Forest, and Workforce Center in Harrison the Green Bay Packaging Training Center in Morrilton, AR.

Program CPC Copier Department
Funding Source Participating District Funds

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-restricted

Participating Districts

☐ Alpena ☒ Deer/Mt.Judea ☐ Harrison ☒ Ozark Mountain ☐ Statewide
☐ Bergman ☐ Eureka Springs ☒ Jasper ☐ Searcy County
☐ Berryville ☐ Flippin ☐ Lead Hill ☒ Valley Springs
☐ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Billy Harris	Copier Technician	
Steve Sooter	Copier Technician	

Goal

To provide an affordable alternative to school districts for copiers and copy costs.

Program Summary

The O.U.R. Education Cooperative repair service was initiated in May 1988 to provide an alternative to the high cost of office machine repair. The necessity for efficient fiscal management of limited resources makes this program particularly important. The copier department provides repair services for Toshiba copiers. Repair now includes support for technology planning and purchasing of digital copiers/printer as well as printer cartridges.

The influx of copiers throughout the cooperative area has dictated that separate copier contracts be initiated for each district. Copier contracts currently cover copiers ranging from small personal copiers to the large high volume 85 copies per minute console machines as well as a full line of digital machines. This service alone affects a significant savings to most schools when compared to commercial maintenance agreements

Major Highlights of the Year:

The expertise and experience of the staff members from this department has enabled the cooperative to serve the diverse needs of member school districts in a timely, cost effective manner.

Program**Digital Learning – Virtual Arkansas. Team Digital Arkansas Moodle**

Competitive Grant

Funding SourceADE Grant☐ Yes☒ No☒ Restricted ☐ Non-restricted

Participating Districts

☐ Alpena ☐ Deer/Mt.Judea ☐ Harrison ☐ Ozark Mountain ☒ Statewide
☐ Bergman ☐ Eureka Springs ☐ Jasper ☐ Searcy County
☐ Berryville ☐ Flippin ☐ Lead Hill ☐ Valley Springs
☐ Cotter ☐ Green Forest ☐ Omaha ☐ Yellville-Summit

Personnel

Name	Position	Degree
Cathi Swan	State Coordinator of Digital Learning	
Mike Lar	Virtual Arkansas Director of Operations	
Junior Stormes	Virtual Arkansas Director of Technology	
James Malcolm	Virtual Arkansas Concurrent Credit Campus Supervisor	
Ellora Hicks	Virtual Arkansas Core Campus	
Dionne Britton	Team Digital Members	
Lisa Russell	Team Digital Members	
Gerard Newsom	Team Digital Members	
Rachel Schell	Team Digital Members	
Evan Patrick	Team Digital Members	
Sherry Kennedy	Team Digital Members	
Dexter Miller	Team Digital Members	

Goal

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

PROGRAM SUMMARY:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those

mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning.

www.teamdigital.org

ARMOODLE:

Arkansas MOODLE is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Hired and trained three Distance Learning Support Specialists that support Virtual Arkansas, Arkansas MOODLE, and Arkansas Education Service Cooperatives.
- Implemented Content-Only Services for Schools through Virtual Arkansas.
- Trained schools in the new Virtual Arkansas Registration System
- Virtual Arkansas named by the Governor to provide computer science courses free of charge to public school districts.
- Cooperatives hosted digital learning consultations for schools that were interested in offering more digital opportunities
- Transitioned and implemented ZOOM technology to replace CIV state-wide.
- Trained content specialists on ZOOM and implementing blended professional development

Program Director's Office/Administration
Funding Source Base Funds

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Richard Nance	Director	BSE,MSE
Christy Norton	Business Manager	
Alecia Sooter	Administrative Secretary	

Program Summary

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, programs, and operations. He is specifically charged with leading the cooperative staff to accomplish program goals and to meet the program and service expectations of all funding agencies and stakeholders. He serves as a liaison for member districts to the Department of Education, the State Board of Education, the legislature, and other policy making agencies.

Both the director and business manager are bonded representatives with fiduciary responsibility for receiving and expending all funds. Because the Arkansas Public School Network (APSCN) accounting system is required of all state education agencies and because that system loosely fits such agencies as cooperatives where funding comes from many and varied sources, the bookkeeping procedures are complicated. The result is that much attention is paid to internal fiscal control. Each cooperative program coordinator is responsible for that program budget and is required to maintain a program account consistent with the APSCN coding procedures established by the central office and to work closely with the director and business manager in all fiscal decisions.

Program Early Childhood
Funding Source Arkansas Better Chance

Competitive Grant
☒ Yes ☐ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt. Judea ☒ Harrison ☐ Ozark Mountain ☒ Statewide—Mtn. Home School District
☒ Bergman ☐ Eureka Springs ☒ Jasper ☐ Searcy County
☒ Berryville ☐ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☐ Omaha ☒ Yellville-Summit

Personnel

Cindy Lambe	Coordinator	BSE-ASU, MSE-UCA
Dana Dickard	Administrative Assistant	Associates in Accounting
Terina Lee	Receptionist	Associates in Business

Position	Name	Name
Director/Teachers	Ladonna Nickell	Amy Hendon
	Amy Rochow	April Wyas
	Bobbie Jo Randall	Amanda Breedlove
	Linda Clark	Jodi Moenning
	Peggy Young	Misty Wilkinson
	Mallory Lackey	Cassie Tilton
	Shelia Keymer	Mindy Lovelace
	Diona Williams	Samantha Ingle
	Kim Fitzpatrick	Jessie Camp
	Holly Roberts	Cara Jeffery

Position	Name	Name
Paraprofessionals/Aids	Erica Rankin	Anita Badley
	Jackie Blevins McGee	Elizabeth Duncan
	Kerry Burch	Sydney Ragsdale
	Sarah Head	LaDonna Voss
	Rebecca Carney	Joan Guhr
	Darcie King	Charity Richardson
	Beverly Hefley	Tonya Dean
	Linda Richardson	Jamie Tillery
	Debbie Whitney	Traci Troillett
	Amanda Bunting	Carla Roberts
	Samantha Decator	Tamatha McPherson
	Juanita Stange	Theresa Huebner
	Samantha Sparks	Chastity Norman
	Tammi Condrey	Treva Wilson
	Kelly Davis	Christy McCarville
	Beverly Hefley	

Goal

The OUR Cooperative ABC Preschool Program goal is to provide quality preschool services to 313 children ages 3,4,and 5 years of age in 10 school districts.

Program Summary

Funding for these preschool programs is obtained through the Arkansas Better Chance and Arkansas Better Chance for School Success grant in the amount of \$1,715,580.00.

Each ABC classroom provides students with a low teacher/child ratio of 1:10, an Arkansas Licensed P-4 teacher, a paraprofessional with a CDA and an early childhood curriculum approved by the state. Each classroom is quality approved and provides a developmentally appropriate environment to ensure that all children have the opportunity to thrive. ABC staff work closely with the public school staff to ensure that the children and their families have a smooth transition to public school kindergarten. Parent meetings are held monthly to provide parents information on topics of interest to them such as parenting skills, literacy, discipline, nutrition, school readiness, etc...

Major Highlights of the Year:

- * All ABC classrooms received a 3 star rating in Arkansas's Better Beginnings Quality Rating Scale
- * ABC Classrooms passed Arkansas Better Chance Compliance Review
- * New Curriculum correlated with Common Core Standards implemented.

Program Early Childhood
Funding Source Federal and State Funding

Competitive Grant

☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☐ Harrison ☒ Ozark Mountain ☒ Mountain Home
☒ Bergman ☒ Eureka Springs ☒ Jasper ☐ Searcy County ☐ Statewide
☒ Berryville ☐ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Lanna Bullington	Early Childhood Special Ed. Coord.	MSE/BSE
Barbara Rhodes	Program Manager	
Linda Alger-Saksa	Teacher	Bachelors, EC Ed., Phy.Ed.
Janette Brown	Speech Pathologist	Masters P-12
Joann Bryant	Food Manager	CDA
Shavon Bright	ECSE Teacher	Sp.Ed. P-4
Cyndi Campbell	Behavior Specialist	Masters P-12, Guidance Co.
Lisa Cimino	ECSE Teacher	Masters Sp.Ed. P-4
Katie Johnson	Speech Assistant	Bachelor of Art
Jan Jones	ECSE Teacher	Masters EC.ED., Sp.Ed. P-4
Judy Keith	ECSE Teacher	Masters Ec.Ed., Sp.Ed., Elem
Alicia Mattox	ECSE Teacher	Bachelors, 001 ALP
Colleen McCracken	Paraprofessional	CDA
Randi Peyrot	SLP	Masters
Robin Sims	Paraprofessional	
Larue Payne	Preschool Teacher	AA, CDA
Gigi Sykes	Speech Pathologist	Masters 317
Eyvette Tardiff	ECSE Teacher	Masters Elem., Sp.Ed., P-12
Elizabeth Wise	Speech Assistant	Bachelors of Arts
Karen Casey	Paraprofessional	CDA
Deana Reed	ECSE Teacher	Masters Sp.Ed. P-4

Goal

It is the goal of the Early Childhood program to address the needs of children with disabilities through speech therapy, occupational therapy, physical therapy, behavior intervention, and teacher facilitated instruction.

Program Summary

The O.U.R. Educational Cooperative's Early Childhood Special Education Program provides a number of free services for preschool children ranging between three and five years of age. In addition to the thirteen districts that we serve within our service cooperative area we also serve the Mountain Home School District. For the 2015-2016 school year we served 211 special needs children and screened 1012 children for possible delays.

The services that we provide include: Speech evaluations/therapy, developmental evaluations/therapy, occupational therapy, physical therapy, behavior services, and preschool services. The Early childhood Special education staff is

available to provide screenings to all three, four, and five year old children at no cost to the family. These screenings indicate which children may be eligible for additional evaluations.

The Early Childhood Special Education Program operates two preschool classrooms, one in Harrison and one in Mountain Home. These preschool classrooms provide services to children with special needs in an integrated setting with typically developing students.

The Early Childhood Special Education program utilizes five classroom teachers, six speech pathologists, one speech assistant, seven developmental therapists, one behavior specialist, one administrative secretary, one program coordinator, and a host of private service providers to carry out the prescribed services.

This program receives funding from a variety of sources. Included in our funding sources are local dollars, state funding, VI-B funding, Medicaid, ARMAC, and tuition income. The revenue from these funding sources for the 2015-2016 school year totaled \$899,103.62

SCHOOL	DEC.1 CHILD COUNT
ALPENA	9
BERGMAN	13
BERRYVILLE	13
COTTER	12
DEER/MT.JUDEA	9
EUREKA SPRINGS	6
GREEN FOREST	10
JASPER	10
LEAD HILL	16
MTN HOME	75
OMAHA	12
OZARK MTN	9
VALLEY SPRINGS	9
YELLVILLE	18
TOTAL	211

Program **Gifted and Talented**
Funding Source ADE GT Office and Base

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☒ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Name	Position	Degree
Sandra Johnson	Gifted/Talented Specialist	M.Ed./BA

Goal

1) Assist member districts to meet Arkansas State Standards for Gifted and Talented Education and Advanced Placement; 2) Serve as a liaison with the Arkansas Department of Education, Office of Gifted and Talented and Advanced Placement, parent and professional organizations, and other public and private agencies; 3) Promote gifted education through public awareness and advocacy.

Program Summary

Including Major Highlights of the Year:

The O.U.R. Cooperative Gifted Specialist provided assistance to member districts through: quarterly gifted coordinator meetings, providing onsite pre-monitoring visits, updating curriculum, providing a library of resources, and providing appropriate staff development including higher order thinking, differentiation, TESS training on the gifted coordinator rubric, PGP support, , documentation of meeting standards, program evaluations, technology, etc. Trainings were also facilitated for area districts in the areas of Advanced Placement and Pre-Advanced Placement. An annual site visit to the Arkansas Governor's School is also facilitated by the gifted specialists for local coordinators. The OUR Gifted Specialist serves on state boards such as AAGEA and AGATE. For 2015-16, the OUR Gifted Specialist serves as the Past-President and legislative chairperson of AAGEA and the Educational Chair and Conference committee for AGATE. Both of these organizations focus on the needs of gifted students statewide. The gifted specialist also was asked to serve on the National Association for Gifted Children Legislative and Advocacy Committee. Several student opportunities were hosted by the OUR Gifted Specialist for the 2015-16 year including Chess Tournament, Primary Level Quiz Bowl, Middle School Quiz Bowl, Middle Level Invention Convention, Design and Build Competition at the Math Carnival, and support of state secondary competitions for upper level students. The Gifted Specialist at OUR also serves as a trainer for Teacher Mentor Training, Teacher Evaluation Training, and PGP training. This year collaboration between the gifted specialist and science specialist resulted in the reward of an AEGIS Grant that has made possible a state-wide summer gifted enrichment opportunity hosted by OUR Cooperative for students - Project CAVES.

Program **HIPPY**
Funding Source Arkansas Better Chance Grant

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Cindy Lambe	HIPPY Coordinator	MSE/BSE
Dixie Burks	Assistant Coordinator	CDA, PAT
Shelley Fason	Home-Based Educator	CDA
Melissa Copeland	Home-Based Educator	Associate
Cindy Ricketts	Home-Based Educator	CDA, Associate
Melissa Foster	Home-Based Educator	Associate
Shelia Tucker	Home-Based Educator	CDA, Associate
Gayle Slape	Home-Based Educator	CDA
Vicki Lair	Home-Based Educator	Associate
Shelia Bagby	Home-Based Educator	CDA
Erica Rankin	Home-Based Educator	CDA
Barbara Hagood	Home-Based Educator	CDA
Michelle Kelley	Home-Based Educator	CDA, Associate
Dedra Williams	Home-Based Educator	BSE

Program Summary

HIPPY is the Home Instruction for Parents of Preschool Youngsters Program. Hippy is a home-based, family focused program that helps parents provide educational enrichment for their preschool child. Believing that parents play a critical role in their children's education, the HIPPY program seeks to support parents in preparing their children for school success. HIPPY is designed for parents. It gives parents the tools and support they need to help their children learn in their own homes. HIPPY is about children who enter kindergarten ready to succeed with parents ready to support them throughout their educational careers.

Major Highlights of the Year:

In 2015-2016 HIPPY was available to families in Baxter (Cotter School District and Mtn. Home School District), Boone, Carroll, Marion, Newton, and Searcy Counties. Approximately 220 families participated in the program. The total budget was \$521,660.00.

Program Arkansas on iTunesU
Funding Source ADE Grant from Division of Technology

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☐ Non-restricted

Participating Districts

☐ Alpena ☐ Deer/Mt.Judea ☐ Harrison ☐ Ozark Mountain ☒ Statewide
☐ Bergman ☐ Eureka Springs ☐ Jasper ☐ Searcy County
☐ Berryville ☐ Flippin ☐ Lead Hill ☐ Valley Springs
☐ Cotter ☐ Green Forest ☐ Omaha ☐ Yellville-Summit

Personnel

Donnie Lee	iTunesU Coordinator	AAS

Goal

The goal of the iTunes U grant is the development of a statewide system for the creation, distribution, and use of digital content via Apple's iTunes U platform. Although the resources of this site are available to the general public, its content is targeted toward Arkansas students and educators. See <http://arkansasitunesu.com>.

Program Summary

This program staffs one full-time state coordinator, Donnie Lee. Donnie was hired by O.U.R. to oversee the continued development of the iTunes U program. Donnie took over for Shelley Dirst in September, 2014. Her work included establishing a vision for the program, setting criteria and processes for submission, branding and marketing the program to schools and co-ops, identifying content providers, preparing and organizing educational content, and organizing initiatives to spur additional contributions and users. Continuity and growth were the focus of work the following years, creating resources to assist educators in learning to use digital media and contribute to iTunes U. When the original three-year grant (\$375,000) was concluded, a grant of \$148,000 was awarded to fund the 2012-2014 years. There are sufficient funds in remaining in the Arkansas on iTunes U budget to fund Donnie's position for the 2015-2016 school year, including the purchase of courses and collections from approved course creators. The funding for 2016-2017 has yet to be determined but the program has been approved to continue as before pending a final decision on funding.

Major Highlights of the Year (2015-2016):

Website: Managed the new website (<http://arkansasitunesu.com>) throughout the school year keeping it updated with new information.

Digital Learning Day: Led state efforts, planning, recording and creating video for the live stream event (March 30), organizing school panelists, social media outreach, and collecting artifacts for the Digital Learning Showcase.

ADE / iTunes U Communications Plan: Developed internal and external workflows in conjunction with new Communications Director at ADE.

Teacher Contracts: Continued program to offer competitive contracts to create educational media for iTunes U.

ASMSA: Working with the Arkansas School of Math, Sciences and Arts in order to create digital learning courses and videos in iTunes U.

Program **Literacy**
Funding Source ADE Learning Services Division, K-12 Literacy Unit

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Merica Howie	Literacy Specialist	M.Ed./BA
Pattie Wheeler	Literacy Specialist	M.Ed./BS

Program Summary

The mission of the literacy program is to develop, support, and promote effective instructional practices through a network of professional development and technical assistance to teachers, administrators, and parents. The goals of the program are to assist schools with meeting state standards at all levels and to develop effective K-12 literacy programs that encourage maximum achievement for all students. These goals are accomplished through professional development and consultation with teachers and instructional facilitators. Intensive summer trainings are conducted for literacy and content area teachers with follow-up sessions and support for implementation during the year. Special projects and grant programs are cooperatively conducted with the Arkansas Department of Education, such as:

Comprehensive Literacy for Grades K-1, 2-3, 4-5, 6-8

Comprehensive Literacy focuses on a flexible model for reading, writing, and language instruction. This model allows for differentiation of core instruction, assessment, targeted intervention, and extension within whole group, small group, and individual learning configurations. After attending the initial overview and assessment module, teachers may select any or all of the modules on specific topics. Modules target specific grade levels to provide seamless professional development along the continuum from kindergarten to college and career readiness and provide support for teachers in implementation of the Arkansas literacy standards.

Literacy Design Collaborative (LDC) for Grades K-12

Literacy Design Collaborative offers teachers, instructional facilitators, and leaders an instructional design system and support tools for developing students' literacy skills across the disciplines. LDC empowers teachers to build students' disciplinary knowledge through meaningful reading and writing assignments that are aligned to both the Common Core Standards and the Arkansas Curriculum Frameworks. Schools select a team of teachers to attend. Support is provided through face to face training, online coursework, school site visits, and online feedback.

Targeted Literacy Topics

Training is available to support schools with implementation of state standards on specific topics by grade level (see table below).

Targeted literacy topics are professional learning opportunities focused on big shifts in instruction under the State Standards for English Language Arts/Literacy and other literacy topics of high interest to Arkansas educators.												
Targeted Literacy Topics by Grade Level												
K	1	2	3	4	5	6	7	8	9	10	11	12
DIBELS/DIBELS Next: Data-Based Decision Making												
Foundational Skills												
Phonics and Structural Analysis												
		Text Complexity				Text Complexity						
			Close Reading			Close Reading						
Text Dependent Questions			Text Dependent Questions			Text Dependent Questions						
Vocabulary				Vocabulary		Vocabulary						
						Argumentative Writing		Argumentative Writing				
Informative/Explanatory Writing			Informative/Explanatory Writing			Informative/Explanatory Writing						
Short and Sustained Research						Short and Sustained Research						
				Disciplinary Literacy in Science		Disciplinary Literacy in Science						
						Disciplinary Literacy in History/Social Science						

Instructional Facilitation K-12

The instructional facilitation program provides ongoing training and assistance to districts with instructional facilitators. Monthly professional learning and book study meetings are organized and conducted based on a needs assessment survey and goals of the participating members. Site-based training is based on the latest research in instructional coaching including the work of Stephen Barkley, Jim Knight, Diane Sweeney, and Cindy Harrison.

School Improvement Support K-12

Literacy specialists are available to assist in the school improvement process. Support might include meeting with the school support team, revision and implementation of the professional development plan, data analysis, and other targeted support as needed.

School-Based Training (upon request)

Literacy Specialists are available for assistance to individual schools, including customized professional development sessions, classroom support and demonstrations, data-driven instructional planning or other services as needed.

Program Mathematics
Funding Source ADE Learning Services Division, K-12 Mathematics Unit

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Shane Flud	Math Specialist	MSE/BSE

Goal

Support and base decisions on the K-12 Standards set forth by and outlined in the Arkansas Curriculum Standards, Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to districts in School Improvement in the form of:

- Supporting the School Improvement Process
- Leading District Leadership Teams in the Root-Cause Analysis process
- Analyzing data (Student Achievement, School Process, Perceptual, and Demographic)
- Planning for and providing Professional Development
- Monitoring and Planning for Core Instruction
- Providing Instructional Coaching and/or Assisting District Instructional Coaches
- Using CWT or District Observation Protocols
- Collecting and analyzing data from CWTs and SAIs with District Leadership Teams
- Identifying, Implementing, Monitoring and Reflecting on the District's plan of action

Collaborate with the Arkansas Department of Education during Unit meetings, Regional meetings, and other opportunities as they arise

Collaborate with the University of Arkansas Center for Math and Science Education STEM personnel in preparing professional development and supporting OUR Cooperative school districts

Support, empower, and build capacity with District Leaders and Instructional Coaches through the use of Diane Sweeney's coaching philosophy

Provide quality professional development in Mathematics to teachers, Instructional Coaches, and Administrators as they transition to the Arkansas Curriculum Standards

Continue Leadership Training in Cognitively Guided Instruction (TOT) through the Arkansas Department of Education (I currently became a CGI Year #3 Trainer.)

Continue Leadership Training in Arkansas Moodle to expand high quality online professional development

Promote Arkansas IDEAS and Arkansas iTunesU to District Leaders, Instructional Coaches, teachers, and other support staff throughout the OUR Cooperative area.

Make the OUR Cooperative Math Carnival a very successful event for our 3rd-8th grade math students (We are the only cooperative in the state that has this academic event.)

Educate more schools about the BOSS simulation opportunity so that this opportunity will spread to more schools in the state of Arkansas.

Program Summary

OUR Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics' Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2015-2016 included:

Cognitively Guided Instruction (CGI): This statewide initiative utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and number sentences in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning.

Extending Children's Mathematics (ECM): This statewide initiative utilizes a research-based framework designed around how elementary school children learn concepts of number and operations including fraction development. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and number sentences in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning.

Mathematics Collaborative Design (MDC): is a professional development opportunity offered by the Arkansas Department of Education, Arkansas Department of Career Education, education service cooperatives, and the university STEM centers. It focuses on providing students with rigorous, engaging Mathematical learning experiences. It utilizes the Shell Centre's Math Formative Assessment Lessons (FALs) as a medium cycle Assessment for Learning.

Business Opportunities for Student Success (BOSS): Teachers and students learn about a business simulation to use within the classroom. This foundation management simulation gives a student or group of students an opportunity to compete with others worldwide for the successful operation of a business. Teams run a \$40 million company for eight years or eight rounds. Participants compete in the production of select products or services. The company operates in two market segments, within a growing industry. The simulation creates a corporate culture of strategic planning and decision making that continually evaluates the marketing mix. Competitors receive a financial report for study and analysis before making the next round of decisions. Six strategic decisions are required for each round of competition.

Unpacking Arkansas Curriculum Standards is a continually evolving professional development being designed to help districts understand the new Common Core State Standards and how they will impact mathematical teaching and learning in the classroom for both teachers and students.

Major Highlights of the Year:

The Mathematics Department has assisted schools in a variety of ways including:

Classroom Observations and Lesson Planning Support

Arkansas CGI Yr #1, CGI Yr #2, & CGI Yr#3 Trainer (8 year plus process to become a complete CGI trainer) Also, I am a member of the State of Arkansas CGI Leadership committee.

BOSS- This simulation is growing in the OUR Cooperative region and in the state. I actually zoomed with 2 groups of kids this year during the decision making process. Zoom was also used to allow a school that was over 2 hours away to present from their school on the BOSS presentation day. Zoom technology will be used even more in the future.

OUR 21th Annual Math Carnival was very successful. We had it at Cotter Public Schools again this year.

Program

Funding Source

Media

Base

Competitive Grant

☐Yes

☒No

☐Restricted

☒Non-restricted

Participating Districts

☒Alpena

☒Bergman

☒Berryville

☒Cotter

☒Deer/Mt.Judea

☒Eureka Springs

☒Flippin

☒Green Forest

☒Harrison

☒Jasper

☒Lead Hill

☒Omaha

☒Ozark Mountain

☒Searcy County

☒Valley Springs

☒Yellville-Summit

☐Statewide

Personnel

Phillip Winkle	Administrative Assistant	BA

Goal
To provide the O.U.R. Education Cooperative and our 16 school districts with media services for preschool through 12th grade.

Program Summary
Provide professional development videos, professional texts, and guidance toward appropriate websites for all school staff. In addition, laminating services, Ellison Dies, and poster making for the use of the education cooperative staff and the teachers in our districts are available.

Major Highlights of the Year:
Over 205 visits to the media center.

Program School Health Services
Funding Source Arkansas Master Tobacco Settlement

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Name	Position	Degree
Cheria Lindsey	Community Health Nurse Specialist	BSN at UCA
Sarah Brisco	Community Health Promotion Specialist	Bachelor

Goal
 To provide area schools with assistance and resources that will improve student health.

Program Summary

Provide technical assistance to area schools to:

- Adopt tobacco-free policies and implement best practices for tobacco prevention and cessation.
- Adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School •Health and emerging public health issues.
- Establish school wellness committees and fulfill state and federal mandates.
- Inform communities of school health issues and current public health policy.
- Provide parent education on health issue.

Provide Education and Training to:

- Certify school nurses to conduct mandated health screenings
- Provide school nurses with professional continued education related to school health.
- Inform schools and communities of school health resources, available trainings, and grant opportunities.
- Inform schools about the flu and vaccines available and their importance.
- Identify need school health related training for school personnel.
- Coordinate and provide school health trainings to school personnel and community members.

☒Restricted

☐Non-restricted

- Participating Districts
- ☒Alpena

☒Bergman

☒Berryville

☒Cotter

☒Deer/Mt.Judea

☒Eureka Springs

☒Flippin

☒Green Forest

☒Harrison

☒Jasper

☒Lead Hill

☒Omaha

☒Ozark Mountain

☒Searcy County

☒Valley Springs

☒Yellville-Summit

☐Statewide

Personnel

Shelley Tomlinson	Science Specialist	Masters/Bachelors

Goal

Provide training in inquiry-based science, changes to science standards, teacher mentoring, model teaching, curriculum development and alignment, and techniques to prepare for transitions in science education and testing.

Program Summary

Provide training in inquiry-based science, changes to science standards, teacher mentoring, model teaching, curriculum development and alignment, and techniques to prepare for transitions in science education and testing.

Major Highlights of the Year:

Major highlights of the year included a variety of science professional development sessions conducted during the year that pertained to Arkansas's evolving science standards. Sessions were offered last summer and throughout the year that involved teachers participating in cadres that met 4-6 times throughout the year and allowed teachers an opportunity to learn new strategies, implement them in their classrooms, and reflect on the results with teachers from other schools.

Another highlight of the year was a summer camp for area students and teachers that was a result of partnerships with the National Park Service and Arkansas Game and Fish Commission and that focused on water quality in area waterways. In addition, through collaboration between the gifted specialist and science specialist resulted in the reward of an AEGIS Grant that has made possible a state-wide summer gifted enrichment opportunity hosted by OUR Cooperative for students – Project CAVES.

The year has also been filled with classroom visits and providing professional trainings related to the Literacy Design Collaborative, as well as the creation of professional development for the summer of 2016 and preparations for the 2016 science fair.

Program **Special Education**
Funding Source District Allocations

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt. Judea ☐ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☐ Searcy County
☐ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☐ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Lesa Rogers	Special Education Supervisor	MSE+30
Lesa Barksdale	Special Education Supervisor	MSE+15
Gwen Benton	Special Education Supervisor (ALCP)	MSE+21

Goal

Supervise, plan, and maintain compliance in special education programs for assigned districts.

Program Summary

Special Education Supervisors provide services to districts in areas relating to special education. Such services include preparation for Arkansas Department of Education monitoring and reporting; budget planning, preparation, and amendments; preparation of purchase service contracts; coordination of interagency resources like vision, hearing, behavior, and transition consultants; coordination of psychological testing; technical assistance with due process; professional development for administrators, regular education, and special education staff; child find activities; advisory assistance in parent conferences; and consultation for student specific difficulties, as well as classroom curriculum, materials, and methods.

Lesa Rogers: Deer/Mt. Judea, Valley Springs, Yellville Summit

Lesa Barksdale: Alpena, Bergman, Flippin, Jasper, Lead Hill

Gwen Benton: Cotter, Eureka Springs, Omaha, Ozark Mountain

Major Program Highlights:

All compliance areas were met, budget and reporting mandates were completed in a timely manner, and districts maintained necessary programs and procedures to ensure the needs of students are being met. Professional development in areas of disability, special education law, assessment, teaching/therapy strategies, behavior, due process, and others were offered to special education teachers, general education teachers, administrators, and paraprofessionals.

☒ Restricted ☐ Non-restricted

Participating Districts

<input checked="" type="checkbox"/> Alpena	<input checked="" type="checkbox"/> Deer/Mt.Judea	<input checked="" type="checkbox"/> Harrison	<input checked="" type="checkbox"/> Ozark Mountain	<input type="checkbox"/> Statewide
<input checked="" type="checkbox"/> Bergman	<input checked="" type="checkbox"/> Eureka Springs	<input checked="" type="checkbox"/> Jasper	<input checked="" type="checkbox"/> Searcy County	
<input checked="" type="checkbox"/> Berryville	<input checked="" type="checkbox"/> Flippin	<input checked="" type="checkbox"/> Lead Hill	<input checked="" type="checkbox"/> Valley Springs	
<input checked="" type="checkbox"/> Cotter	<input checked="" type="checkbox"/> Green Forest	<input checked="" type="checkbox"/> Omaha	<input checked="" type="checkbox"/> Yellville-Summit	

Personnel

Paul Johnston	ADE Transition Consultant	MM, BSE, AAS
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Goal

To provide district, regional, and state-wide trainings throughout the year to prepare teachers to help Special Education students reach their post school goals as stated on their Transition Plans per their IEP. To provide consults with participating districts to assist students, parents, and teachers in assisting students to reach their post school goals. To develop and facilitate local Transition Teams for school districts. To assist LEAs in folder reviews to ensure Transition Plans on the IEP are accurate and help students to reach their post school goals.

Program Summary

Arkansas Transition Services is a small, hardworking consultant group which serves Arkansas school districts in affiliation with the Arkansas Department of Education, Special Education Unit. Although each transition consultant serves different parts of the state, we work as one unit to provide the best technical assistance and training opportunities for transitioning students in special education to life after high school. Arkansas Transition Services serves all 75 counties in Arkansas in an effort to improve transition outcomes for students with disabilities. Our mission is to effectively assist students with disabilities, educators, parents, agency personnel and community members in preparing students to transition from school to adult life and reach positive post-school outcomes. We provide technical assistance, trainings and consultations to special education teachers and other relevant staff, as well as to various agency personnel. Our services are provided at no cost.

MAJOR HIGHLIGHTS OF THE YEAR:

- Offered YIPPIE, Transition Planning Toolkit and Considering Post-Secondary Options in Middle School trainings at WAESC for 20 attendees. *
- Provided direct Technical Assistance /Training/Consultation to 10 districts in the NWAESC area.
- Provided direct Technical Assistance/Training/Consultation to 5 districts in the WAESC area.
- Provided direct Technical Assistance/Training/Consultation to 6 districts in the OUR area.
- Provided state-wide trainings: Person Centered Planning, Transition Class-Getting Started, and Transition Class-Getting the Job for over 100 attendees.
- Provided 2 Transition Cadres for transition teams from across the state focusing on specific areas of Transition for 100+ attendees.
- Presented to Arkansas Council on Exceptional Children state conference: Transition Toolkit Lite to 20 attendees.
- Presented at Rogers High School's first Transition Orientation night.
- Presented to Mountainburg Transition Class students on importance of attending IEP meetings and Transition.

- Program chair for the Arkansas Interagency Transition Partnership.
- Served on Fort Smith area CASSP team.
- Regularly attend area Special Education Supervisor meetings.
- Direct assistance to 3 Transition Teams: Springdale, Greenwood, OUR Coop
- Worked with Springdale to hold a Transition Fair in November for 200+ students.
- Had successful third year of Project Search with Fayetteville Public Schools, Life Styles, and Washington Regional Medical Center.
- Participated in DEI Youth Leadership Conference held at Bentonville.
- Presented at Bentonville High School's first Transition Fair.
- AITP Summer Connections event for 50+ attendees.
- Attended NSTTAC State Capacity Building Institute as part of Arkansas Team to work on State Transition Planning for the next year.
- College Bound Arkansas – June 2014 – 20+ students.
- Present at Family Leadership Training for Arkansas Governor's Developmental Disability Council at Jones Center in Springdale – 25+ attendees.
- 2 more Transition videos completed and made available on iTunesU and YouTube.

* Summer training numbers are down due to Federal Grant Cuts. Consultant contracts were cut from 240 to 220 days which made summer training opportunities unavailable.

Program	Speech Language
Funding Source	District Allocations

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-restricted

Participating Districts

<input checked="" type="checkbox"/> Alpena	<input checked="" type="checkbox"/> Deer/Mt. Judea	<input type="checkbox"/> Harrison	<input checked="" type="checkbox"/> Ozark Mountain	<input type="checkbox"/> Statewide
<input type="checkbox"/> Bergman	<input type="checkbox"/> Eureka Springs	<input checked="" type="checkbox"/> Jasper	<input type="checkbox"/> Searcy County	
<input type="checkbox"/> Berryville	<input type="checkbox"/> Flippin	<input checked="" type="checkbox"/> Lead Hill	<input type="checkbox"/> Valley Springs	
<input checked="" type="checkbox"/> Cotter	<input type="checkbox"/> Green Forest	<input checked="" type="checkbox"/> Omaha	<input type="checkbox"/> Yellville-Summit	

Personnel

Nila Booth		MS-CCC SLP
D'Lorah Dunlap		MS-CCC SLP
Sandra Holt		MS-CCC SLP
Sandra Trammell		SLP-A
Kate Murphy		MS-CCC, SLP, CF

Goal

Provide participating districts with evaluation, consultation, and individualized intervention services for students with communication disorders which impede acquisition of basic educational skills. These disorders are in the general classifications of articulation, fluency, voice, and language.

Program Summary

Speech language services include screening, evaluation, diagnosis, and treatment of speech (articulation, fluency, voice, augmentative communications); language (receptive, expressive); and related skills (chewing, sucking, swallowing, control of oral mechanism, cognitive skills). Therapists are also responsible for report writing, completion of due process paperwork, parent conferences, teacher consultations, and Medicaid or private insurance billing.

Nila Booth: Cotter and Alpena

D'Lorah Dunlap: Jasper

Sandra Holt: Deer/Mt. Judea, Ozark Mountain, Yellville

Sandra Trammell: Ozark Mountain, Yellville

Kate Murphy: Omaha, Lead Hill

Major Program Highlights:

All compliance areas were met, therapy reports and due process requirements were completed in a timely manner, and Speech Language Pathologists maintained necessary programs and procedures to ensure the needs of students with Speech Language Impairments or other special needs are being met.

Program	Teacher Center
Funding Source	Base Funds

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-restricted

Participating Districts

<input checked="" type="checkbox"/> Alpena	<input checked="" type="checkbox"/> Deer/Mt.Judea	<input checked="" type="checkbox"/> Harrison	<input checked="" type="checkbox"/> Ozark Mountain	<input type="checkbox"/> Statewide
<input checked="" type="checkbox"/> Bergman	<input checked="" type="checkbox"/> Eureka Springs	<input checked="" type="checkbox"/> Jasper	<input checked="" type="checkbox"/> Searcy County	
<input checked="" type="checkbox"/> Berryville	<input checked="" type="checkbox"/> Flippin	<input checked="" type="checkbox"/> Lead Hill	<input checked="" type="checkbox"/> Valley Springs	
<input checked="" type="checkbox"/> Cotter	<input checked="" type="checkbox"/> Green Forest	<input checked="" type="checkbox"/> Omaha	<input checked="" type="checkbox"/> Yellville-Summit	

Personnel

Kim Fowler	TCC/Asst. Director	Ed.D/MSE/BS
Phil Winkle	Technology Assistant	BA

Goal

To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready.

To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.

To improve the learning of all students by providing resources to support adult learning and collaboration.

To provide curriculum development assistance as schools transition from frameworks to CCSS.

To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support.

Program Summary

PD opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of law regarding the required hours of PD, as well as meeting the needs of schools based upon needs assessment survey results and input from the 16 districts served. The Teacher Center Coordinator has the primary responsibility for reviewing, along with the Teacher Center Committee, the data sets from the districts in planning PD to meet the major needs of the districts. Four high schools and one elementary school were required to participate in focus improvement plans this year.

Major Highlights of the Year:

The Teacher Center Coordinator has continued to support districts in the implementation of standards. Another focus has been the support of district personnel in the administration of ACT Aspire online testing. Numerous sessions have been held to support the implementation of Response-to-Intervention (RTI which has been an area of major emphasis from ADE this year). Supports to administrators and teachers have been provided throughout the year to support the continuing implementation of TESS and LEADS and the use of BloomBoard to support this work. The Teacher Center Coordinator has served as President of the Arkansas Association of Curriculum and Instruction Administrators during the 2015-16 year.

Program Technology
Funding Source Arkansas Department of Education Grant

Competitive Grant
☒ Yes ☐ No

☒ Restricted ☐ Non-restricted

Participating Districts

☒ Alpena ☒ Deer/Mt.Judea ☒ Harrison ☒ Ozark Mountain ☐ Statewide
☒ Bergman ☒ Eureka Springs ☒ Jasper ☒ Searcy County
☒ Berryville ☒ Flippin ☒ Lead Hill ☒ Valley Springs
☒ Cotter ☒ Green Forest ☒ Omaha ☒ Yellville-Summit

Personnel

Nathan Cline	Technology Coordinator	Bachelors
Phil Winkle	Technology Assistant	BA

Goal

The goal of the OUR Technology Center is to provide quality support for the facility and staff of the OUR Educational Co-op as well as Co-op area schools. This support is necessary due to the ever-changing infrastructure and technology required for true technology integration in the classroom.

Program Summary

The Ozarks Unlimited Resources Educational Services Cooperative Technology Center Coordinator is funded by a \$75,000.00 competitive grant issued by the Arkansas Department of Education.

The Technology Center Coordinator fills many roles at the OUR Co-op.
 These roles have changed a great deal over the last several years.

The role of the TCC started out with a real emphasis on aiding and doing network and computer repair at the participating districts. The complexity of networks and sheer quantity of computers added to each campus has required the districts to hire school level technology coordinators. These school technology coordinators handle most of the computer repair and network diagnostics at the campus level.

The co-op TCC roles have shifted to more directly impact student learning.
 There are five major roles and many minor roles that the co-op TCC currently fills in order to keep the OUR Educational Co-op's day-to-day operations running smoothly.

First is the role of coordinating and providing professional development for classroom teachers and administrators in the areas of integrating technology into the classroom. The 2015-2016 school year saw more than 15 technology integration trainings offered during the summer. The OUR TCC provides technology support for all of the trainings and sessions that take place at the Co-op. The TCC also provides technical and software training as needed to OUR Co-op staff members.

Second and closely aligned with coordinating PD is maintaining appropriate training facilities at the OUR Co-op. The co-op TCC maintains two 24-seat computer labs. One is made up of iMac computers that are capable of running the most up to date software. The iMacs have Intel based processors, which allow them to run both Windows and Mac software effectively having two labs in one. The other is made up of HP All-in-One Touchscreens running Windows 10. The co-op TCC also maintains two mobile laptop labs made up of 40 laptops that can be used in any room in the co-op. The co-op TCC also maintains a cart of iPads that can be used in any room in the co-op.

Third, the co-op TCC maintains the complex network infrastructure that allows all of the content specialists to provide current professional development to area teachers while seamlessly integrating technology such as interactive whiteboards, personal devices (such as tablets and handhelds) and current Web2.0 content and tools. In addition the TCC is responsible for maintaining computers, printers, projectors and other devices too numerous to mention.

Fourth, the TCC is a liaison between the Arkansas Department of Education (ADE) and the Department of Information Services (DIS) and local schools and local technology coordinators. The TCC attends monthly meetings at the state level with other co-op TCCs from around the state with representatives from ADE, DIS and other state departments in order to stay abreast of the latest in order to pass this information on to the OUR Co-op staff and or the local school district personnel. The co-op TCC holds semimonthly meetings for the local school technology coordinators in order to make sure that they are aware and onboard with ADE initiatives such as Common Core Standards. The TCC coordinates and or provides local trainings for the school TCs to help make sure that they remain up to speed with the latest technology and requirements from DIS.

Fifth, the OUR TCC handles all of the E-rate applications that allow significant discounts to telephone, communication and internet connectivity allowing those dollars to be better spent elsewhere. The TCC heads up all the committees that create and plan the state required Technology Plan. The TCC plays an active and significant role on the Continuity of Operations Plan to make sure the co-op is always prepared in case of a disaster. The TCC coordinates with participating schools and has created an online accessible server to house off-site backups that are required for state approved disaster recovery plans.

The OUR Co-op TCC also has a key role in supporting other ADE initiatives such as Common Core State Standards, iTunes U, Arkansas Digital Sandbox, Arkansas Ideas, My Events, Arkansas Traveler, Thinkfinity, and many others as they become available.

Major Highlights of the Year:

Major highlights include assisting with the logistics of preparing schools for the rollout of the Common Core State Standards, helping schools prepare for the ACT-Aspire testing by performing site visits to most districts participating in the ACT-Aspire online testing, continued support of Arkansas Ideas / My Events, assistance with outreach and publicity of Arkansas on iTunes U, implementation and training on Arkansas Digital Sandbox and of course the many summer workshops provided that impacted more than 300 classroom teachers that in turn directly impact kids in the classroom.

SPECIAL PROJECTS AND PROGRAMS

FUNDING SOURCE: Arkansas Department of Education

RESTRICTED ☒

NON-RESTRICTED ☐

Detailed below are descriptions of special projects or programs in which state funding provided services regionally or statewide-giving opportunity for this cooperative to participate, although the cooperatives serving as fiscal agents for the projects varied.

Program Name: Arkansas Leader Excellence and Support Development System (LEADS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of BloomBoard for evaluation and artifacts, and other support, as needed in individual cooperatives.

Program Name: ACT Aspire Online Testing

Competitive Grant Yes ☐ No ☒

Goals and Description: OUR Cooperative staff, including the technology coordinator and the teacher center coordinator, has provided support to district testing and technology personnel as preparations were made to implement ACT Aspire. Support included onsite visits within districts to aid in preparing technology infrastructure, multiple training opportunities for ACT Aspire updates and assistance with preparation, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, the cooperative technology coordinator provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The O.U.R. Education Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

The Cooperative also provided support to classroom teachers and instructional leaders to ensure that the Common Core State Standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative literacy and math specialists provided face-to-face trainings on ACT Aspire resources that are available and how these could be utilized to strengthen the classroom teachers understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Program Name: *EtherScope Project*

Competitive Grant Yes ☐ No ☒

Goals and Description: In an effort to assist schools in preparation for online Common Core State Standards testing in 2014-15, ADE awarded a grant to the Co-ops for the purchase of EtherScopes. There were EtherScopes acquired for each cooperative. Our goal is to evaluate all of the schools in our cooperative to see if their networks are adequate for the technology demands of the online assessments. The EtherScope can also be used to detect issues with system networks. When we visit each school, we save reports from the EtherScope for evaluation purposes and share results with the school technology coordinator.

Program Name: *CGI-Cognitively Guided Instruction*

Competitive Grant Yes ☐ No ☒

Goals and Description: Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 & 3 of this training builds upon the previous year's

training—resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Program Name: *Technology Infused Education (TIE) Project*

Competitive Grant Yes ☐ No ☒

Goals and Description: The purpose of the TIE project is to increase technology integration across the state of Arkansas. This program was originally funded when Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards while enhancing instruction through integrated technology practices. The cooperatives and ADE have partnered to continue this funding. All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently approximately 120 TIE Cadre members impacting over 70 districts across the state. Cadre members have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators. The modules are all project based and have been developed by teachers. Modules include trainings on things such as Common Core State Standards, Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://lms.swsc.k12.ar.us> By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The cadre members not only train for the education co-ops in the summer but are also able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings.

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant Yes ☐ No ☒

Goals and Description: The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2016-17 school year.

Program Name: Literacy Design Collaborative/Mathematics Design Collaborative (LDC/MDC)

Competitive Grant Yes ☐ No ☒

Goals and Description: The LDC/MDC is an on-going professional development process which consists of tasks aligned to the Common Core State Standards that target those skills needed in reading, writing, and mathematics. Formative assessment is used as a tool for monitoring what students are learning and identifying misunderstanding or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students that are evaluated with a scoring rubric that helps educators across our state and nation calibrate high expectations. The LDC/MDC work is implemented in literacy, social studies/history, mathematics, science and career education classes for students in grades 9 and 10.

Summary Attended

Printed Date: 6/3/2016 Last modified: 6/3/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
OUR Rage to Reason			
243372 - Jun 2, 2015 8:30 am - 3:30 pm	6.00	20	86
Instructional Strategies			
OUR Planning for New Science Standards: K-5 Introduction to 3-D Learning			
243416 - Jun 3, 4, 2015 8:30 am - 3:30 pm	12.00	11	20
Arkansas Content Standards Frameworks			
OUR Rich Vocabulary Instruction for K-3			
243400 - Jun 4, 2015 8:30 am - 3:30 pm	6.00	7	25
Instructional Strategies			
OUR Practical School Law for Teachers			
244919 - Jun 4, 2015 8:45 am - 12:00 pm	3.00	6	7
Advocacy Leadership			
OUR Practical Personnel Law			
244921 - Jun 4, 2015 12:30 pm - 3:15 pm	3.00	5	8
Advocacy Leadership			
OUR Rich Vocabulary Instruction for K-3			
253464 - Jun 5, 2015 8:30 am - 3:30 pm	6.00	8	19
Instructional Strategies			
OUR Daily Five: A			
Literacy/Math Structure That Increases Academic Accountability Through Independence and Instruction.			
240201 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	8	30
OUR CTE EOC Review & Updates for FACS Teachers			
242663 - Jun 8, 2015 8:30 am - 3:00 pm	6.00	6	8
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Data Disaggregation,Educational Technology,Instructional Strategies			
OUR New EPC and EDR Forms Training			
244984 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	12	48
Instructional Strategies			
OUR ELL Support Session			
248469 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	2	2
Instructional Strategies			
OUR CAFE: The What			
and How of Literacy Instruction			
240203 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	11	34
Instructional Leadership			
OUR CTE EOC Review & Updates for Agriculture and Skilled & Technical Teachers			
242658 - Jun 9, 2015 8:30 am - 3:00 pm	6.00	10	17
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Data Disaggregation,Educational Technology,Instructional Strategies			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR CGI Year #1			
243435 - Jun 9, 10, 11, 12, 2015 9:00 am - 3:30 pm	24.00	10	25
Instructional Leadership,Instructional Strategies,Private Events			
New Due Process Paperwork			
244508 - Jun 9, 2015 9:00 am - 3:30 pm	6.00	4	18
Data Disaggregation			
OUR StudentGPS & ASIS for System Administrators & Trainers			
244562 - Jun 9, 2015 8:30 am - 11:30 am	3.00	4	6
Educational Technology			
OUR StudentGPS & ASIS for School Leaders			
244572 - Jun 9, 2015 12:30 pm - 3:30 pm	3.00	2	3
Educational Technology			
OUR 10 Strategies for Improving your School's Website and Social Media			
244925 - Jun 9, 2015 9:00 am - 12:00 pm	3.00	5	5
Instructional Leadership			
OUR Stakeholder Communications			
244927 - Jun 9, 2015 12:30 pm - 3:30 pm	3.00	2	2
Advocacy Leadership			
OUR 2015 Superintendents' Conference Day 1			
253599 - Jun 9, 2015 8:30 am - 2:30 pm	6.00	9	10
Data Disaggregation,Instructional Leadership			
OUR CLASS Year Two--Days 7 & 8 (Informational Text)			
242475 - Jun 10, 11, 2015 8:30 am - 3:30 pm	12.00	6	11
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
OUR Executive Function Dysfunction			
243420 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	10	16
Instructional Strategies			
OUR 2015 Superintendent's Conference Day 2			
253609 - Jun 10, 2015 8:30 am - 2:30 pm	6.00	7	8
Advocacy Leadership,Health Physical Activity			
OUR K-1 Implementing a Comprehensive Literacy Framework (Overview and Assessment)			
243398 - Jun 11, 12, 2015 8:30 am - 3:30 pm	12.00	11	24
Assessment,Instructional Strategies			
Chromebooks in the Classroom			
249104 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	5	7
Educational Technology			
OUR Arkansas Career Fields, Clusters and Pathways Model			
242520 - Jun 12, 2015 9:00 am - 12:30 pm	3.00	6	7
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Systemic Change Process			
OUR Speech Language Pathology in the Public School Setting			
245957 - Jun 12, 2015 8:30 am - 3:30 pm	6.00	6	12
Instructional Strategies			
OUR Response To Interventions Leadership for K-6 Administrators			
246601 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	17	75

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Observations for Teachers 250206 - Jun 15, 2015 8:30 am - 3:30 pm Instructional Leadership,Mentoring Coaching	6.00	10	23
OUR Ecology: Inquiry-Style 256980 - Jun 15, 16, 17, 18, 19, 2015 8:30 am - 3:30 pm Educational Technology,Instructional Leadership,Instructional Strategies	36.00	2	2
OUR Common Core Through the Lens of Technology 244923 - Jun 16, 2015 8:30 am - 3:30 pm Educational Technology,Instructional Strategies	6.00	9	15
OUR Response to Interventions Leadership for 7-12 Administrators 246606 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	17	57
OUR Observations for Teachers 250209 - Jun 16, 2015 8:30 am - 3:30 pm Instructional Leadership,Mentoring Coaching	6.00	5	12
OUR Tier I Fiscal Management Training 240387 - Jun 17, 2015 9:00 am - 1:00 pm	3.00	21	118
OUR Gatekeepers Suicide Prevention Training 246662 - Jun 17, 2015 1:00 pm - 3:00 pm Advocacy Leadership	2.00	15	58
OUR A Work in Project Project Based Learning in the Elementary Classroom 240581 - Jun 18, 2015 8:30 am - 3:30 pm Educational Technology	6.00	8	18
OUR CPR/AED/FA 243377 - Jun 18, 2015 9:00 am - 3:00 pm CPR	6.00	6	8
OUR Secondary Smorgasboard 244935 - Jun 18, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	8	12
OUR Students with Disabilities: Section 504 and the ADA 244847 - Jun 19, 2015 8:30 am - 3:30 pm Advocacy Leadership,Instructional Leadership	6.00	15	20
OUR Cruising Through the Standards 244937 - Jun 19, 2015 8:30 am - 3:30 pm Arkansas History,Educational Technology,Instructional Strategies	6.00	5	7
OUR Adding to the School Librarian's Tool Kit Grades K-5 244586 - Jun 22, 2015 8:30 am - 3:30 pm Assessment,Building a Collaborative Learning Community,Educational Technology,Instructional Strategies	6.00	6	8
OUR Education Resources from the Arkansas History Commission 244832 - Jun 22, 2015 9:00 am - 4:00 pm Arkansas History,Instructional Strategies	6.00	8	11
OUR Physical Education Lesson Planning Collaboration 256973 - Jun 22, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	9	10

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Adding to the School Librarian's Tool Kit Grades 6-12			
244664 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	9	13
Assessment,Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
Video and Photo Editing for the Classroom			
249097 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	5	5
Educational Technology			
OUR CTE EOC Review & Updates for Business & Marketing Teachers			
242660 - Jun 24, 2015 8:30 am - 3:00 pm	6.00	15	20
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Data Disaggregation,Educational Technology,Instructional Strategies			
OUR Art Room Crawl			
249347 - Jun 24, 2015 9:00 am - 3:00 pm	6.00	13	18
Instructional Strategies			
OUR Grades 2-3 Implementing a Comprehensive Literacy Framework (Overview and Assessment)			
243405 - Jun 25, 26, 2015 8:30 am - 3:30 pm	12.00	8	20
Assessment,Instructional Strategies			
OUR Planning for Outcomes: Designing Instruction and Assessment Aligned with Danielson's Domain 1 by Utilizing Backward Design Strategies			
244939 - Jun 25, 2015 8:30 am - 3:15 pm	6.00	14	46
Curriculum Alignment,Instructional Strategies			
OUR Advanced Training for Extraordinary Use of Classroom Aquaculture			
253045 - Jun 25, 2015 12:00 pm - 3:00 pm	3.00	6	9
Arkansas Content Standards Frameworks,Instructional Strategies			
OUR Starter Training for Newcomers to Classroom Aquaculture			
253050 - Jun 25, 2015 9:00 am - 11:00 am	2.00	7	11
Arkansas Content Standards Frameworks,Instructional Strategies			
OUR Professional Crisis Management Training			
243370 - Jun 29, 30, Jul 1, 2, 2015 8:00 am - 4:00 pm	24.00	3	10
Instructional Strategies			
Google Apps in the Classroom			
249088 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	8	13
Educational Technology			
Strategies to Enhance Health Education Instruction and Student Learning			
253841 - Jun 30, 2015 8:30 am - 3:00 pm	6.00	7	9
Educational Technology			
OUR Introduction to Coding in the Classroom			
249108 - Jul 2, 2015 8:30 am - 3:30 pm	6.00	2	3
Data Disaggregation			
OUR Social Studies Resources			
244556 - Jul 6, 2015 9:00 am - 4:00 pm	6.00	8	11
Arkansas History,Instructional Strategies			
OUR Literacy Design Collaborative for Literacy, Science, History, and CTE			
242477 - Jul 7, 8, 9, 2015 8:30 am - 3:30 pm	18.00	5	20
Arkansas Content Standards Frameworks,Assessment,Building a Collaborative Learning Community,Curriculum Alignment,Educational Technology,Instructional Strategies			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR CGI Year #2			
243438 - Jul 7, 8, 9, 10, 2015 9:00 am - 3:30 pm	24.00	10	21
Instructional Leadership, Instructional Strategies, Private Events			
OUR Daily Five: A Literacy/Math Structure That Increases Academic Accountability Through Independence and Instruction.			
257292 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	4	6
OUR Novice Teacher Mentoring Program			
244206 - Jul 8, 2015 8:15 am - 3:30 pm	6.00	11	20
Mentoring Coaching			
OUR Introduction to Coding in the Classroom			
246696 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	6	9
Data Disaggregation			
OUR MAINTENANCE & CUSTODIAL SAFETY WORKSHOP			
247314 - Jul 8, 2015 9:00 am - 12:00 pm	3.00	3	5
OUR So Many Books, So Little Time!			
240575 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	15	55
Instructional Strategies			
OUR StudentGPS & ASIS for System Administrators & Trainers			
244566 - Jul 9, 2015 8:30 am - 11:30 am	3.00	2	2
Educational Technology			
OUR StudentGPS & ASIS for School Leaders			
244574 - Jul 9, 2015 12:30 pm - 3:30 pm	3.00	1	1
Educational Technology			
OUR Diving Into the Reading for Information Standards from CCSS			
240556 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	11	50
OUR Functions for Algebra 1 and Algebra 2			
244793 - Jul 13, 14, 2015 8:30 am - 3:30 pm	12.00	10	11
Instructional Strategies			
OUR Accelerate Your Classroom With Free Technology! (hands-on, basic/intermediate)			
244990 - Jul 13, 2015 8:00 am - 3:30 pm	6.00	7	11
Educational Technology, Instructional Strategies			
OUR Collaboration and Coaching for Superintendents			
245084 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	7	7
Instructional Leadership, Mentoring Coaching			
OUR Transitioning To New Arkansas Science Standards: Targeted Support for Elementary Teachers (K-5)			
243409 - Jul 14, 15, 16, 2015 8:30 am - 3:30 pm	18.00	11	20
Instructional Strategies			
OUR TESS Teacher Required Law and Processes			
244215 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	12	30
Instructional Strategies			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
Project Based Learning for the Literacy Classroom			
249092 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	8	14
Educational Technology			
OUR Comprehensive Literacy (CLASS) Overview for Grades 6-8 [Module 1]			
242563 - Jul 15, 16, 2015 8:30 am - 3:30 pm	12.00	7	8
Assessment, Building a Collaborative Learning Community, Educational Technology, Instructional Strategies			
OUR Cultural Understanding: Marshallese and Hispanic Populations			
243380 - Jul 15, 2015 8:30 am - 3:00 pm	6.00	3	17
Building a Collaborative Learning Community, Instructional Strategies			
OUR K-1 Phonics/Word Study			
243414 - Jul 15, 16, 2015 8:30 am - 3:30 pm	12.00	12	26
Assessment, Instructional Strategies			
OUR New Arkansas Fine Arts Frameworks			
244931 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	16	38
Instructional Leadership			
OUR CPR/AED/FA			
243376 - Jul 16, 2015 9:00 am - 3:00 pm	6.00	4	6
CPR			
OUR Business Competition Simulation – BOSS (Business Opportunities for Student Success)			
6th-12th Grades			
243433 - Jul 16, 17, 2015 9:00 am - 3:30 pm	12.00	2	2
Educational Technology, Instructional Leadership, Instructional Strategies			
OUR Tips and Tricks for Library Media Specialists			
244824 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	8	8
Instructional Strategies			
OUR Transition Toolkit Training			
245966 - Jul 16, 2015 8:30 am - 3:15 pm	6.00	4	5
Instructional Strategies			
OUR-GT Coordinator's Educator's Day at Arkansas Governor's School			
249769 - Jul 16, 2015 7:00 am - 4:00 pm	6.00	1	1
Instructional Leadership			
OUR Conscious Discipline			
250183 - Jul 16, 17, 2015 8:30 am - 3:15 pm	12.00	10	80
Instructional Strategies			
OUR Science Notebooks			
256984 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	1	1
Instructional Strategies			
OUR Preparing Middle School Students As They Consider Going To College			
245971 - Jul 17, 2015 8:30 am - 11:30 am	3.00	4	4
Instructional Strategies			
OUR Student Driven Transition Planning (SDTP)			
245974 - Jul 17, 2015 12:30 pm - 3:30 pm	3.00	5	5
Instructional Strategies			
OUR Differentiated Instruction: Variety is the Spice of Learning			
247308 - Jul 17, 2015 8:30 am - 3:30 pm	6.00	14	25
Instructional Strategies			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Calibration and Coaching Training 244942 - Jul 20, 2015 8:15 am - 3:15 pm	6.00	4	5
Building a Collaborative Learning Community,Health Physical Activity,Mentoring Coaching			
OUR Evaluating Students with Special Needs 257765 - Jul 20, 2015 8:30 am - 3:30 pm	6.00	1	8
Instructional Leadership			
OUR Close Reading for Grades 6-12 242561 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	9	15
Arkansas Content Standards Frameworks,Educational Technology,Instructional Strategies			
OUR Pulling Weeds from a Child's Garden by Using Creative Counseling Strategies 247296 - Jul 21, 2015 8:15 am - 3:30 pm	6.00	15	37
OUR So, You Want To Be A National Board Certified Teacher! 249319 - Jul 22, 2015 9:00 am - 12:00 pm	3.00	5	5
Instructional Leadership			
OUR eSchool Demographics/Scheduling Review Workshop 257289 - Jul 22, 2015 8:45 am - 3:00 pm	5.00	10	21
Educational Technology			
OUR Understanding IDEIA: Special Education Law 257763 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	5	13
OUR Charlie May Simon and Arkansas Diamond Book Awards Reading List 245002 - Jul 23, 2015 8:30 am - 11:30 am	3.00	5	6
Instructional Strategies			
OUR LMS Lesson Planning Collaboration 245009 - Jul 23, 2015 12:30 pm - 3:30 pm	3.00	6	6
Instructional Leadership			
OUR Grammar Bootcamp: Syntactic Forms and Functions for SLPs 245015 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	6	10
Instructional Leadership,Principles of Learning Developmental Stages			
IDEIA Special Education Compliance and Due Process 257769 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	2	2
Instructional Leadership			
OUR Wellness Conference 243352 - Jul 24, 2015 8:30 am - 3:00 pm	6.00	13	16
Health Physical Activity			
OUR Statewide Field Test Training 257265 - Jul 24, 2015 8:30 am - 4:00 pm	6.50	18	50
Non-Curricular			
OUR Evaluating Students with Special Needs 257767 - Jul 24, 2015 8:30 am - 3:30 pm	6.00	4	10
Instructional Leadership			
OUR Curriculum and Testing Administrators Monthly Meeting 257278 - Jul 27, 2015 9:00 am - 2:30 pm	5.00	7	9
Instructional Leadership			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Key Elements in the Design of a Special Education Classroom 243366 - Jul 28, 29, 2015 8:30 am - 3:30 pm	12.00	12	24
Instructional Strategies			
OUR Informative/Explanatory Writing for Grades K-3 243407 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	10	23
Instructional Strategies			
OUR Extending Children's Mathematics, ECM Year #1 243451 - Jul 28, 29, 30, 31, 2015 9:00 am - 3:30 pm	24.00	13	27
Instructional Strategies, Private Events			
OUR New Arkansas Social Studies Frameworks 244929 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	18	52
Instructional Strategies			
OUR Federal Coordinators Meeting 257345 - Jul 28, 2015 9:00 am - 12:00 pm	2.00	11	14
7th Grade Geography Frameworks 257588 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	9	11
Arkansas Content Standards Frameworks			
OUR Gatekeepers Training 240870 - Jul 29, 30, 2015 8:30 am - 3:30 pm	12.00	15	23
Instructional Leadership			
OUR Transitioning To New Arkansas Science Standards (Grades 6-12) 243701 - Jul 29, 30, 2015 8:30 am - 3:30 pm	12.00	10	24
Instructional Strategies			
OUR - Differentiation for Core Content Teachers 5-12th Grade: Secondary Content Differentiation			
244107 - Jul 29, 2015 8:30 am - 3:30 pm	6.00	9	18
Instructional Strategies			
OUR Behavior Tools Practitioner Course 243360 - Jul 30, 31, 2015 8:30 am - 3:30 pm	12.00	7	15
Instructional Strategies			
CPR/First Aid Training 239254 - Aug 3, 2015 9:00 am - 3:00 pm	6.00	1	18
CPR			
OUR From FBA to BIP 243363 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	8	12
Instructional Strategies			
OUR Small Group Time Activities for the Pre K Classroom 258173 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	2	24
CPR, Health Physical Activity			
OUR SEAS Training 258195 - Aug 3, 2015 9:00 am - 3:30 pm	6.00	2	14
Educational Technology			
OUR Science in the Pre K Classroom 257759 - Aug 4, 2015 9:00 am - 3:00 pm	6.00	3	53
Instructional Strategies			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
SCSD - Visual Art Workshop			
260383 - Aug 4, 2015 9:00 am - 4:00 pm	6.00	6	10
Instructional Strategies			
OUR Evidence-Based Practices for Students with Autism Spectrum Disorder			
249340 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	9	22
Instructional Strategies,Principles of Learning Developmental Stages			
OUR CPR/First Aid			
257756 - Aug 5, 2015 9:00 am - 3:00 pm	6.00	1	22
CPR			
OUR Survival Skills for New Science Teachers!			
243698 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	9	17
Instructional Strategies			
OUR - Parent, Family, Community Involvement in Gifted Education: Excellence in Gifted Standard 4.0 (Blended Course)			
247815 - Aug 6, 2015 8:30 am - 3:30 pm	12.00	13	13
Parental Involvement			
OUR Early Childhood Interventions for Children with Autism Spectrum Disorder			
249342 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	6	40
Principles of Learning Developmental Stages			
August Child Nutrition Updates			
256861 - Aug 6, 2015 1:00 pm - 4:00 pm	3.00	2	2
OUR Barton Reading & Spelling System Overview			
249829 - Aug 7, 2015 8:30 am - 3:30 pm	6.00	13	37
Instructional Strategies			
OUR Early Childhood Special Education Preschool In-service			
252385 - Aug 7, 2015 11:30 am - 3:30 pm	3.00	1	21
Fiscal Management,Instructional Strategies,Non-Curricular			
OUR TESS Law Required by ADE			
258182 - Aug 7, 2015 8:00 am - 9:00 am	3.00	1	20
Instructional Leadership			
OUR Intruder Safety			
258184 - Aug 7, 2015 9:00 am - 11:00 am	2.00	1	21
Non-Curricular			
CPR/First Aid Training			
239238 - Aug 10, 2015 9:00 am - 3:00 pm	6.00	1	12
CPR			
OUR STAR (Strategies for Teaching Autism Research)			
260171 - Aug 11, 2015 8:00 am - 12:00 pm	4.00	1	13
Instructional Strategies,Principles of Learning Developmental Stages			
OUR Preschool Orientation			
262130 - Aug 11, 2015 9:00 am - 12:00 pm	3.00	1	12
Instructional Leadership			
OUR Safety Training for Co-op Personnel			
257574 - Aug 12, 2015 8:15 am - 12:30 pm	4.00	1	52
Non-Curricular			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Code of Ethics 262965 - Aug 12, 2015 2:45 pm - 4:00 pm	1.25	2	30
OUR ADH and School Nurses: Survival Kit for Chronic Diseases 243393 - Aug 13, 2015 8:30 am - 3:30 pm	6.00	17	37
OUR Rethink 252142 - Aug 13, 2015 9:00 am - 3:00 pm Data Disaggregation,Instructional Leadership	6.00	2	21
OUR ABC Staff Meeting 257592 - Aug 13, 2015 9:00 am - 3:00 pm Instructional Leadership	6.00	2	48
Virtual Arkansas Facilitator Training 257757 - Aug 14, 2015 8:30 am - 3:30 pm Educational Technology,Instructional Strategies	6.00	16	32
OUR Gatekeepers Suicide Prevention Training 258179 - Aug 14, 2015 9:00 am - 11:00 am Instructional Strategies	2.00	1	20
Parent Involvement 262175 - Aug 14, 2015 8:30 am - 3:30 pm Non-Curricular	6.00	1	5
OUR Code of Ethics 263040 - Aug 17, 2015 1:30 pm - 2:30 pm	1.25	1	2
OUR Monthly Specialist Meeting 266466 - Aug 18, 2015 9:00 am - 12:00 pm Instructional Leadership	0.00	1	8
OUR Safety Training 262827 - Aug 21, 2015 1:00 pm - 3:00 pm Mentoring Coaching	3.25	2	19
OUR eSchool Attendance Workday 260231 - Aug 26, 2015 9:00 am - 12:00 pm	3.00	10	17
OUR eSchool Discipline Workshop 260242 - Aug 26, 2015 1:00 pm - 4:00 pm Educational Technology	0.00	10	12
O.U.R. CTE Regional Partnership Council Committee Meeting 264432 - Aug 26, 2015 9:00 am - 12:00 pm Advocacy Leadership,Arkansas Content Standards Frameworks	3.00	8	13
OUR Hearing and Vision Training for the School Nurse 243389 - Aug 27, 2015 8:30 am - 4:30 pm	6.00	5	7
OUR Close Reading Lesson Development, Grades 5-8 260197 - Aug 27, 2015 8:30 am - 3:00 pm Arkansas Content Standards Frameworks,Curriculum Alignment,Mentoring Coaching	6.00	3	4

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR- Annual GT Coordinator's Zoom and Planning Meeting 256531 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	17	23
Arkansas Content Standards Frameworks,Building a Collaborative Learning Community,Instructional Leadership			
OUR BloomBoard for O.U.R. Co-op Observers 263284 - Aug 28, 2015 8:30 am - 11:30 am	3.00	1	8
Educational Technology,Health Physical Activity,Mentoring Coaching			
OUR BloomBoard for O.U.R. Co-op Staff 263287 - Aug 28, 2015 12:30 pm - 3:30 pm	3.00	2	43
Educational Technology,Instructional Leadership,Instructional Strategies			
OUR New Special Education Teachers Training 257761 - Aug 31, 2015 8:30 am - 3:30 pm	6.00	5	10
Instructional Leadership			
OUR Paraprofessional Foundations of Special Education 260251 - Sep 3, 2015 8:30 am - 3:30 pm	6.00	12	22
OUR Changes to AR Science Teaching! 262815 - Sep 3, 2015 8:15 am - 3:30 pm	6.00	4	9
Curriculum Alignment			
Child Nutrition Updates 262936 - Sep 3, 2015 1:00 pm - 4:00 pm	3.00	2	2
OUR eSchool Medical Training 262580 - Sep 4, 2015 8:45 am - 3:00 pm	6.00	11	19
Educational Technology			
OUR Business Competition Simulation – BOSS (Business Opportunities for Student Success) 262831 - Sep 4, 2015 9:00 am - 3:30 pm	6.00	8	10
Educational Technology,Instructional Leadership,Instructional Strategies			
OUR Novice Teacher Mentoring Program 244208 - Sep 8, 2015 8:30 am - 3:30 pm	6.00	9	15
Mentoring Coaching			
OUR - Quiz Bowl Coaches Meeting (Jr High & High School) 257811 - Sep 9, 2015 9:30 am - 12:00 pm	2.50	10	11
Non-Curricular			
OUR Federal Coordinators Meeting 262712 - Sep 9, 2015 9:00 am - 3:00 pm	6.00	17	20
OUR Business Competition Simulation – BOSS (Business Opportunities for Student Success) 262832 - Sep 9, 2015 9:00 am - 3:30 pm	6.00	6	7
Educational Technology,Instructional Leadership,Instructional Strategies			
OUR eSchool State Reporting Workshop 262821 - Sep 10, 2015 9:00 am - 3:00 pm	5.00	10	20
Educational Technology			
OUR Navigating Due Process Example Forms via the Website 263049 - Sep 10, 2015 8:30 am - 3:30 pm	6.00	6	30
Instructional Strategies			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
Tier I Fiscal Management Training 268797 - Sep 10, 2015 8:30 am - 10:30 am	2.00	2	3
Educational Technology			
OUR Special Healthcare Needs Training 260397 - Sep 11, 2015 9:00 am - 3:00 pm	6.00	12	33
OUR Pre-AP English/Social Studies 241686 - Sep 14, 15, 2015 8:30 am - 3:30 pm	12.00	16	25
Instructional Strategies			
OUR Pre-AP Math - Helping Students Learn Mathematics Through Problem Solving 241688 - Sep 14, 15, 2015 8:30 am - 3:30 pm	12.00	13	22
Instructional Strategies			
OUR RTI Data Teams: How Do I Determine If It's Curriculum or Instruction? Grades K-12 263332 - Sep 14, 2015 8:30 am - 3:30 pm	6.00	15	80
Health Physical Activity,Instructional Leadership			
OUR CPR/AED/FA 260384 - Sep 15, 2015 9:00 am - 3:00 pm	6.00	7	12
CPR			
OUR Ozark Reading Council Kickoff at Harrison Pizza Hut on Main 262794 - Sep 15, 2015 4:30 pm - 6:00 pm	1.50	7	22
Educational Technology,Instructional Strategies			
OUR Changes to AR Science Teaching! 262816 - Sep 15, 2015 8:30 am - 3:30 pm	6.00	7	7
Curriculum Alignment			
NEW ACSIP WORKDAY FOR DISTRICT IMPLEMENTATION USING THE INDISTAR SCHOOL IMPROVEMENT TOOL. 265578 - Sep 15, 2015 8:30 am - 11:30 am	3.00	8	20
Instructional Leadership			
NEW ACSIP WORKDAY FOR BUILDING IMPLEMENTATION USING THE INDISTAR SCHOOL IMPROVEMENT TOOL 265612 - Sep 15, 2015 12:30 pm - 3:30 pm	3.00	10	23
OUR TESS Teacher Required Law and Processes 244219 - Sep 16, 2015 8:30 am - 3:30 pm	6.00	14	43
Instructional Strategies			
OUR Preparing for OUR Science Fair 2016 257786 - Sep 16, 2015 12:00 pm - 3:00 pm	3.00	9	14
Instructional Strategies			
OUR OUR Comprehensive Literacy Module 2: Vocabulary and Word Study for Grades 6-8 258426 - Sep 16, 17, 2015 8:30 am - 3:30 pm	12.00	7	9
Assessment,Building a Collaborative Learning Community,Educational Technology,Instructional Strategies			
OUR eSchool State Reporting Workshop 262822 - Sep 16, 2015 8:45 am - 3:00 pm	5.00	7	16
Educational Technology			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR eSchool State Reporting Workshop 262823 - Sep 17, 2015 9:00 am - 3:00 pm	5.00	5	7
Educational Technology			
OUR Paraprofessional Behavioral Module 259788 - Sep 18, 2015 8:30 am - 3:30 pm	6.00	12	25
OUR Personal Care for Medicaid Billing in the Schools 260391 - Sep 23, 2015 9:00 am - 3:00 pm	6.00	11	27
OUR eSchool State Reporting Workshop 262824 - Sep 23, 2015 9:00 am - 3:00 pm	5.00	3	3
Educational Technology			
OUR Science & Engineering Practices in Action: 4 Days Required Location: O.U.R. Educational Cooperative 265560 - Sep 23, Oct 26, Nov 16, Dec 14, 2015 8:30 am - 3:30 pm	24.00	10	24
Curriculum Alignment			
OUR eSchool Transcript Workday 267372 - Sep 24, 2015 9:00 am - 3:00 pm	5.00	4	4
Advocacy Leadership			
Technology Coordinators Semi-Monthly Meeting 267729 - Sep 24, 2015 9:30 am - 12:30 pm	3.00	9	9
OUR IF PLC/Book Study 260211 - Sep 25, 2015 8:30 am - 3:00 pm	6.00	6	9
Building a Collaborative Learning Community, Instructional Strategies, Mentoring Coaching			
OUR Science & Engineering Practices in Action: Day 1 of 4 Location: James Gaston Visitor Center, Bull Shoals, AR 265569 - Sep 25, Oct 27, Nov 17, Dec 15, 2015 8:30 am - 3:30 pm	24.00	2	6
Curriculum Alignment			
OUR Science & Engineering Practices in Action: 4 Days Required Location: Carroll Electric Building, Jasper, AR 265566 - Sep 29, Oct 29, Nov 18, Dec 16, 2015 8:30 am - 3:30 pm	24.00	2	7
Curriculum Alignment			
OUR CGI Year #1: Days 5 & 6 267875 - Oct 1, 2, 2015 9:00 am - 3:30 pm	12.00	10	23
Instructional Strategies			
OUR Cultural Awareness Paraprofessional Module 263043 - Oct 2, 2015 8:30 am - 3:00 pm	6.00	14	42
Instructional Strategies			
OUR Science & Literacy Integration for Grades K-2 265571 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	6	14
Curriculum Alignment			
OUR Curriculum and Testing Coordinators 268507 - Oct 7, 2015 9:00 am - 2:30 pm	0.00	6	7
Assessment, Common Core State Standards			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR eSchool Report Card Review Workshop 267382 - Oct 8, 2015 9:00 am - 12:00 pm	3.00	5	10
OUR CGI Year #2: Day #5 267877 - Oct 8, 2015 8:30 am - 3:00 pm	6.00	10	21
Instructional Strategies			
OUR Literacy Design Collaborative PD Day 4 268067 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	4	16
Building a Collaborative Learning Community, Educational Technology			
OUR Spedtrack for Beginners 266995 - Oct 9, 2015 9:00 am - 2:30 pm	5.50	5	11
Educational Technology			
OUR ABC Staff Meeting 268072 - Oct 12, 2015 4:00 pm - 6:00 pm	2.00	2	22
Instructional Leadership			
Accommodations Training for ACT Aspire Assessment 268306 - Oct 12, 2015 9:00 am - 12:00 pm	3.00	17	55
Assessment			
OUR - AP Coordinators Workshop (Zoom): The College Board 266451 - Oct 13, 2015 8:00 am - 3:30 pm	6.00	9	10
Advocacy Leadership, Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment, Data Disaggregation			
OUR Argumentative Writing for Middle and High School 260207 - Oct 15, 2015 8:30 am - 3:30 pm	6.00	8	17
Arkansas Content Standards Frameworks, Educational Technology, Instructional Strategies			
Re-Think 269082 - Oct 19, 2015 12:00 pm - 3:00 pm	3.00	1	15
Educational Technology, Instructional Strategies, Parental Involvement			
OUR -GT Coordinator Meeting 268617 - Oct 20, 2015 9:00 am - 3:00 pm	5.00	15	17
Advocacy Leadership, Arkansas Content Standards Frameworks, Curriculum Alignment, Data Disaggregation, Educational Technology			
Behavior Data Collection Tools 268949 - Oct 20, 2015 8:30 am - 3:30 pm	6.00	2	5
Instructional Strategies			
OUR Blended Learning Basics for Classroom Teachers 268357 - Oct 22, 2015 8:30 am - 3:30 pm	6.00	3	11
Educational Technology, Instructional Strategies			
OUR Behavior Tools Practitioner Course 266403 - Oct 28, 29, 2015 8:30 am - 3:30 pm	12.00	7	13
Instructional Strategies			
OUR Federal Coordinators Meeting 267413 - Oct 28, 2015 9:00 am - 3:00 pm	6.00	11	13
OUR Cognos Connection 269427 - Oct 28, 2015 9:00 am - 3:00 pm	5.00	3	5

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Fall Counselors' Meeting 263280 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	10	24
Instructional Strategies			
OUR Math Facilitator's Meeting 269451 - Oct 29, 2015 8:30 am - 3:30 pm	6.00	10	11
Instructional Leadership,Instructional Strategies			
OUR IF PLC/Book Study 268514 - Oct 30, 2015 8:30 am - 3:00 pm	6.00	7	10
Building a Collaborative Learning Community,Instructional Strategies,Mentoring Coaching			
OUR Science & Engineering Practices in Action: Grades 8-12 268041 - Nov 3, Dec 1, 2015 Jan 13, Feb 25, 2016 8:30 am - 3:30 pm	24.00	7	9
Curriculum Alignment			
PCM Practitioner 2 Re-certification Training 266402 - Nov 4, 2015 8:00 am - 4:00 pm	7.00	2	5
Instructional Strategies			
ACT Aspire Technology Training 268308 - Nov 10, 2015 8:00 am - 3:00 pm	5.50	20	68
Assessment,Educational Technology			
Informational Text Sets, Sponsored by OUR and Ozark Reading Council 268553 - Nov 10, 2015 4:30 pm - 6:00 pm	1.50	8	12
Educational Technology,Instructional Strategies			
OUR Obesity Prevention and Education for the School Nurse 270204 - Nov 10, 2015 1:00 pm - 3:30 pm	6.00	1	1
OUR Scoliosis Certification for the School Nurse 270206 - Nov 10, 2015 8:30 am - 12:30 pm	3.00	6	9
OUR District Curriculum and Testing Coordinators 270165 - Nov 11, 2015 9:00 am - 2:30 pm	5.00	8	8
Assessment,Instructional Leadership			
OUR Extending Children's Mathematics, ECM Year #1 269982 - Nov 12, 13, 2015 9:00 am - 3:30 pm	12.00	12	23
Instructional Strategies,Private Events			
Re-Think 271125 - Nov 12, 2015 1:00 pm - 3:00 pm	3.00	2	4
Educational Technology,Instructional Strategies,Parental Involvement			
OUR Teacher Center Committee Meeting 270238 - Nov 17, 2015 12:00 pm - 3:30 pm	3.50	10	10
Instructional Leadership			
OUR Query Studio 269432 - Nov 19, 2015 9:00 am - 3:00 pm	5.00	9	14
OUR Secondary RTI Day 2 269942 - Nov 19, 2015 8:30 am - 3:30 pm	6.00	7	16
Instructional Leadership			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Elementary RTI Day 2 269944 - Nov 20, 2015 8:30 am - 3:30 pm	6.00	11	42
Instructional Leadership			
OUR ABC Staff Meeting 270812 - Nov 23, 2015 4:30 pm - 7:30 pm	3.00	1	42
Instructional Leadership			
OUR Monthly Specialist Meeting 266472 - Nov 24, 2015 9:00 am - 12:00 pm	3.00	1	7
Instructional Leadership			
OUR Tier II Fiscal Management Training 270997 - Nov 24, 2015 1:00 pm - 4:00 pm	4.00	1	25
Fiscal Management			
OUR Federal Coordinators Meeting 270891 - Nov 30, 2015 9:00 am - 3:00 pm	6.00	10	13
OUR Bloomboard/LEADS Updates 270689 - Dec 2, 2015 8:30 am - 3:30 pm	6.00	6	9
Educational Technology,Instructional Leadership			
OUR Fall Instructional Leaders Meeting 270679 - Dec 3, 2015 9:00 am - 2:30 pm	5.00	9	22
Instructional Leadership			
OUR Literacy Design Collaborative PD Day 5 271578 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	4	15
Building a Collaborative Learning Community,Educational Technology			
OUR IF PLC/Book Study 269004 - Dec 4, 2015 8:30 am - 3:00 pm	6.00	5	7
Building a Collaborative Learning Community,Instructional Strategies,Mentoring Coaching			
OUR "Helping Students at Risk for Suicide"- A Lifelines Workshop 270202 - Dec 7, 2015 8:30 am - 3:30 pm	6.00	10	10
Mentoring Coaching			
OUR Math Facilitator's Meeting 271981 - Dec 7, 2015 8:30 am - 3:30 pm	6.00	9	11
Instructional Leadership,Instructional Strategies			
Rethink Data Collection/Interface 271768 - Dec 8, 2015 1:00 pm - 3:00 pm	2.00	1	11
Data Disaggregation,Educational Technology,Instructional Strategies			
OUR District Curriculum and Testing Coordinators 270166 - Dec 10, 2015 9:00 am - 2:30 pm	5.00	6	7
Assessment,Instructional Leadership			
OUR Transcript Training 270424 - Dec 10, 2015 9:00 am - 3:00 pm	5.00	5	8
OUR Teacher Center Committee Meeting 270241 - Dec 15, 2015 12:00 pm - 3:30 pm	3.50	13	13
Instructional Leadership			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Federal Coordinators Meeting 271772 - Jan 5, 2016 10:00 am - 3:00 pm	5.00	7	9
OUR ASIS AIP/IRI Refresher 272148 - Jan 7, 2016 8:30 am - 3:15 pm	6.00	3	4
Data Disaggregation			
OUR Business Competition Simulation – BOSS (Business Opportunities for Student Success) 271980 - Jan 11, 2016 9:00 am - 3:30 pm	6.00	2	3
Educational Technology,Instructional Leadership,Instructional Strategies			
District Test Coordinator Required Training 268310 - Jan 13, 2016 9:00 am - 3:00 pm	5.50	18	36
OUR Curriculum and Testing Coordinators Meeting 273029 - Jan 14, 2016 9:00 am - 2:30 pm	5.00	8	9
Curriculum Alignment			
OUR Responding to Suicide and Other Traumatic Death 272659 - Jan 15, 2016 8:30 am - 3:30 pm	6.00	4	5
OUR ONLINE COURSE: Textbook Alternatives for Science Grades 7-12 267964 - Jan 18, 2016 6:00 am - 10:30 pm	6.00	4	4
Curriculum Alignment			
OUR Literacy Core Instruction for Grades 3-4 271242 - Jan 26, 2016 8:30 am - 3:30 pm	6.00	11	23
Instructional Leadership			
OUR -GT Coordinator Meeting 268618 - Jan 27, 2016 9:00 am - 3:00 pm	5.00	15	16
Advocacy Leadership,Arkansas Content Standards Frameworks,Curriculum Alignment,Data Disaggregation,Educational Technology			
OUR ESOL Coordinators Meeting 273168 - Jan 27, 2016 9:00 am - 2:00 pm	4.50	6	6
Instructional Leadership,Instructional Strategies			
OUR District Test Coordinators Workday 273412 - Jan 27, 2016 8:30 am - 3:30 pm	6.00	7	11
Assessment			
OUR eSchool Next Year Database Creation 273664 - Jan 27, 2016 9:00 am - 3:00 pm	5.00	15	20
eSchool Transcript Cleanup Workshop 273327 - Jan 28, 2016 9:00 am - 3:00 pm	5.00	6	10
Tier I Fiscal Management Training 274579 - Jan 28, 2016 2:00 pm - 4:00 pm	2.00	1	2
Educational Technology			
OUR Teacher Center Committee Meeting 270245 - Feb 4, 2016 12:00 pm - 3:30 pm	3.50	10	10

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Rethink: New Interface 275118 - Feb 4, 2016 1:00 pm - 3:00 pm	2.00	2	12
Educational Technology			
OUR Extending Children's Mathematics, ECM Year #1 272492 - Feb 5, 2016 9:00 am - 3:30 pm	6.00	11	20
Instructional Strategies, Private Events			
OUR TESS Summative Rating Training 271874 - Feb 9, 2016 8:30 am - 11:30 am	3.00	7	27
Data Disaggregation, Educational Technology, Mentoring Coaching			
OUR LEADS Summative Rating Training 271879 - Feb 9, 2016 12:30 pm - 3:30 pm	3.00	8	11
Data Disaggregation, Educational Technology, Mentoring Coaching			
ACSIP Statewide Field Test Workday 273100 - Feb 10, 2016 9:00 am - 3:00 pm	6.00	15	21
Instructional Leadership			
OUR District Curriculum and Testing Coordinators 270168 - Feb 11, 2016 9:00 am - 2:15 pm	5.00	7	7
Assessment, Instructional Leadership			
OUR Literacy Design Collaborative PD Day 6 276095 - Feb 11, 2016 8:30 am - 3:30 pm	6.00	4	16
Building a Collaborative Learning Community, Educational Technology			
OUR ABC Staff Meeting 276626 - Feb 16, 2016 4:30 pm - 7:00 pm	3.00	2	14
Instructional Leadership			
OUR Literacy Core Instruction for Grades K-2 271240 - Feb 17, 2016 8:30 am - 3:30 pm	6.00	6	13
Instructional Leadership			
OUR CLASS II SBOT (Day 11)--Berryville Middle School 267959 - Feb 18, 2016 9:00 am - 3:00 pm	6.00	6	11
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Curriculum Alignment, Instructional Strategies			
OUR Math Facilitator's Meeting 271982 - Feb 18, 2016 8:30 am - 3:30 pm	6.00	7	8
Instructional Leadership, Instructional Strategies			
OUR District Testing Coordinator Workday 275406 - Feb 18, 2016 9:00 am - 3:30 pm	6.00	3	5
Assessment			
OUR Transition to Kindergarten: Building Blocks for Success 252230 - Feb 19, 2016 8:30 am - 3:00 pm	6.00	17	71
Assessment, Building a Collaborative Learning Community, Parental Involvement			
OUR Literacy Core Instruction for Grades 9-12 271888 - Feb 23, 2016 8:30 am - 3:30 pm	6.00	8	15
OUR CGI Year #1: Day 7 272304 - Feb 23, 2016 9:00 am - 3:30 pm	6.00	10	24
Instructional Strategies			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Special Education Due Process 7-12 272138 - Feb 24, 2016 8:30 am - 3:30 pm Curriculum Alignment,Data Disaggregation,Instructional Strategies	6.00	4	10
OUR Special Education Due Process K-6 272135 - Feb 25, 2016 8:30 am - 3:30 pm Curriculum Alignment,Data Disaggregation,Instructional Strategies	6.00	6	10
OUR CGI Year #2: Day #6 272306 - Feb 25, 2016 8:30 am - 3:00 pm Instructional Strategies	6.00	8	15
OUR Cisco Web Filter Training 275155 - Feb 25, 2016 8:30 am - 3:30 pm Non-Curricular	6.00	12	16
OUR IF PLC/Book Study 269066 - Feb 26, 2016 8:30 am - 3:00 pm Building a Collaborative Learning Community,Instructional Strategies,Mentoring Coaching	6.00	5	6
OUR Winter Instructional Leaders Meeting 270701 - Mar 1, 2016 9:00 am - 2:30 pm Instructional Leadership	5.00	15	44
OUR Literacy Core Instruction for Grades 5-8 271885 - Mar 3, 2016 8:30 am - 3:30 pm Instructional Leadership	6.00	6	9
OUR Federal Coordinators Meeting 277215 - Mar 9, 2016 9:00 am - 3:00 pm	5.00	12	15
OUR HP Switch and Wireless Configuration 275100 - Mar 10, 2016 8:30 am - 3:30 pm Non-Curricular	0.00	5	7
OUR Science Cadre Site-Based Visit 278737 - Mar 10, 2016 8:15 am - 3:15 pm Arkansas Content Standards Frameworks,Instructional Strategies	6.00	9	18
OUR eSchoolPlus Upgrade from 2.4 to 3.1 Day 1 279065 - Mar 15, 2016 9:00 am - 3:00 pm	5.00	17	33
OUR eSchoolPlus Upgrade from 2.4 to 3.1 Day 2 279067 - Mar 16, 2016 9:00 am - 3:00 pm	5.00	17	30
OUR District Curriculum and Testing Coordinators 270169 - Mar 17, 2016 9:00 am - 2:30 pm Assessment,Instructional Leadership	5.00	8	9
OUR Special Education IEP's 276868 - Mar 17, 2016 9:00 am - 3:00 pm Instructional Strategies	6.00	7	31
OUR eSchoolPlus Upgrade from 2.4 to 3.1 Day 3 279069 - Mar 17, 2016 9:00 am - 3:00 pm	5.00	17	27

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR Group Policy			
276961 - Mar 18, 2016 9:00 am - 3:30 pm	6.00	6	7
Non-Curricular			
OUR Understanding IDEIA and Special Education Due Process			
280596 - Mar 18, 2016 11:00 am - 2:00 pm	5.00	1	6
Instructional Strategies,Private Events			
OUR Virtual Arkansas Update and Registration Training			
278685 - Mar 29, 2016 8:45 am - 3:00 pm	5.50	5	8
Educational Technology			
OUR Bloomboard End of Year Work Session			
278727 - Mar 29, 2016 9:00 am - 12:00 pm	3.00	8	16
Instructional Leadership			
OUR GT Coordinator's Zoom Meeting			
286118 - Mar 31, 2016 1:00 pm - 3:00 pm	2.00	10	11
Advocacy Leadership			
OUR Different...Not Less			
280041 - Apr 4, 2016 8:30 am - 3:30 pm	6.00	9	26
OUR Different...Not Less			
280043 - Apr 5, 2016 8:30 am - 3:30 pm	6.00	7	13
OUR Math Facilitator's Meeting			
271983 - Apr 8, 2016 8:30 am - 3:30 pm	6.00	10	10
Instructional Leadership,Instructional Strategies			
OUR ESOL Coordinators Meeting			
275409 - Apr 11, 2016 9:00 am - 2:30 pm	5.00	9	11
OUR Ozark Reading Council with Author Mark Rorie			
283223 - Apr 14, 2016 4:30 pm - 6:00 pm	1.00	6	10
Instructional Strategies			
OUR Virtual Arkansas Update and Registration Training			
278686 - Apr 27, 2016 9:00 am - 3:00 pm	5.50	8	13
Educational Technology			
OUR -GT Coordinator Meeting			
268620 - Apr 28, 2016 9:00 am - 3:00 pm	5.00	12	14
Advocacy Leadership,Arkansas Content Standards Frameworks,Curriculum Alignment,Data Disaggregation,Educational Technology			
OUR Spring Instructional Leaders Meeting			
283249 - Apr 28, 2016 9:00 am - 2:30 pm	5.00	8	16
Instructional Leadership			
OUR IF PLC/Book Study			
283487 - Apr 29, 2016 8:30 am - 3:00 pm	6.00	4	8
Building a Collaborative Learning Community,Instructional Strategies,Mentoring Coaching			
OUR Science Fair Workday			
257788 - May 9, 2016 8:30 am - 3:30 pm	6.00	9	15
Instructional Leadership			

Summary Attended

Printed Date: 6/3/2016

Last modified: 6/3/2016

Session	Credits	Districts	Attended
OUR ABC Staff Meeting			
286753 - May 9, 2016 4:30 pm - 7:30 pm	3.00	1	17
Instructional Leadership			
OUR Federal Coordinators Meeting			
280203 - May 17, 2016 9:00 am - 3:00 pm	5.00	8	10
OUR District Curriculum and Testing Coordinators			
270171 - May 27, 2016 9:00 am - 2:30 pm	5.00	9	14
Assessment, Instructional Leadership			
GRAND TOTAL:		62	5202

Annual Report 2015-2016



*2235 California Ave., SW
Camden, AR 71701
Phone: 870-836-1600
Fax; 870-836-1609*

Table of Contents

Director’s Remarks	1
Mission Statement	3
State Map of Cooperatives	3
South Central Service Cooperative Organizational Chart	4
SCSC Board of Directors.....	5
South Central Service Cooperative Annual Report	6
I. GOVERNANCE	6
II. STAFFING.....	7
III. TEACHER CENTER.....	9
IV. ADMINISTRATIVE SERVICES	10
V. DIRECT SERVICES TO STUDENTS	11
VI. ANECDOTAL REPORTS	12
VII. EMPLOYMENT POLICIES AND PRACTICES.....	15
SCSC Salary Schedules for FY 2015-2016	17
Licensed Salary Schedule	17
Classified Salary Schedule.....	18
Hourly Salary Schedule.....	19
Supplemental Salary Schedule	20
SCSC Teacher Center Committee	22
SCSC Fiscal Report (Revenue Summary)	23
Annual Report Program Descriptions 2015-2016	24
Arkansas Better Chance Preschools.....	24
Novice Teacher Mentoring.....	26
ADE/APSCN Student Applications Field Analyst	27
ADE/APSCN Financial Field Analyst	28
Behavior Support Specialist.....	29
Career & Technical Education	33
Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital	39
Early Childhood Special Education	41
Gifted and Talented.....	42
Home Schooling.....	44
SCSC Literacy	45
K-12 Mathematics.....	53
Media Center Program	57
Math, Science, and Technology Consortium	58
School Health Systems.....	60
Teacher Center Professional Development, Curriculum Support, Resources	62
K-12 Science Specialist.....	64
Technology Training Center	67
Special Projects & Programs 2015-2016.....	70
Teacher Excellence Support System (TESS).....	70
Arkansas Leadership Excellence & Development System (LEADS)	70
ACT Aspire.....	70
Literacy/Math Design Collaborative	71
Summary Attended Reports.....	73
Notice of Non-Discrimination.....	96

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Director's Remarks

Understanding that our today is their tomorrow prompts us here at South Central Service Cooperative (SCSC) to continually strive to support teachers. By doing so, we directly impact classroom instruction and, therefore, enrich and extend the classroom experience for ALL students. The SCSC staff strives to always put the students first. To do this, we work to serve all public school employees whether they are administrators, teachers, or classified staff.

Our mission states, "The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity." The central focus of SCSC's mission is students. It is our intent to keep students in the forefront of every service that we provide to our stakeholders.

To inform our public, the staff at SCSC researched and composed this annual report of services delivered to our schools during 2015-2016. This report will document services and products delivered by each department; it will also provide extensive financial information. The purpose of this report is to inform the Arkansas State Board of Education, participating school personnel, local district board members, area legislators, Arkansas Department of Education personnel, the Governor and his staff, and other interested parties about the services of the SCSC. We trust that by providing this information, we will make people aware of services that they may not use because of a lack of awareness of their availability. We also hope that those who utilize these services on a regular basis will be made aware of the depth of offerings, so they can utilize all that is available and also give us feedback on strengths and areas of concern.

The SCSC area includes 12 school districts in five counties; this equates to approximately 1,428 public school teachers and administrators and 17,236 students. Some services are provided to several private schools, home schools, etc. in the area in keeping with federal rules and regulations concerning federal funds also generated by those students.

A close working relationship has also been established between the co-op and SAU in Magnolia. SCSC works with the University of Central Arkansas with the SAU STEM Center, and the SAU Education Renewal Zone (ERZ) to offer Mathematics Frameworks instruction and Arkansas Frameworks Curriculum for Science instruction to teachers through a grant from the ADE. This grant is a Math/Science Partnership Grant. Currently, SCSC is partnering with these organizations to deliver math and science instruction to 84 teachers through the MSP K-4 grant and the MSP 5-8 grant.

The staff members of SCSC have carefully prepared this report in compliance with A.C.A. § 6-13-1020 which requires, "In an annual meeting of the board of directors, . . . the education service cooperatives shall report to their constituent school districts on the year's operation." This document represents a wide range of services and activities. Included below is a list of services jointly shared by our member districts and by some districts outside the SCSC boundaries; districts outside our co-op purchase their share of the services.

- Arkansas Better Chance Preschools (Total of 11)
- APSCN Student Support
- APSCN Financial Support
- Behavior Intervention Consultant for K-12
- CPR and AED Training and Materials Supply Service
- ECH Special Education Consortium
- Facilities Coordinator and Facilities Planning Services Consortium
- Gifted & Talented Coordinator
- Library Media Services & Materials
- Literacy Specialists
- Math Specialist
- Science Specialist
- Math, Science, Technology Consortium
- Professional Development Consortium
- Medicaid in the Schools
- School Community Health Nurse
- Community Health Promotion Specialist
- Regional Prevention Representative
- School Vision Equipment Repair Assistance
- Teacher Center
- Technology Coordinator & Services
- Technology Training Center
- Work Force Education Coordinator & Services

In 1985, four employees staffed the co-op; however, in 2015-16, there are 50 full-time employees and 15 part-time employees. SCSC hires, on a consultant basis, speech therapists, occupational therapists, physical therapists, psychological examiners, nurses, interpreters, etc. based on IEP specified needs for our 3-5 year-old students. Consultants are also employed to provide summer, after-school, and specific-topic workshops, classroom demonstrations, grant writing, etc. A revenue spreadsheet is included with this report that represents a five-year span of account revenues.

On January 13, 2011, SCSC moved into its new home at 2235 California Avenue. From a space standpoint, our old home had approximately 7,800 square feet of space compared to approximately 13,500 square feet in the new facility. The parking lot is a popular item at the new building. No longer do teachers have to park in the cemetery when the parking lot fills! We are very thankful for the partnership with Mayor Chris Claybaker and the City of Camden on this building.

Arkansas's new teacher evaluation (TESS) and its new administrator evaluation (LEADS) processes, the ACT Aspire, Dyslexia, and Response to Intervention (RtI) are huge endeavors for our schools in the coming years. SCSC is investing people, time, and money so our schools and students will be successful in these efforts. As our mission guides us, the staff at SCSC will strive to be service oriented, student centered, and proactive.

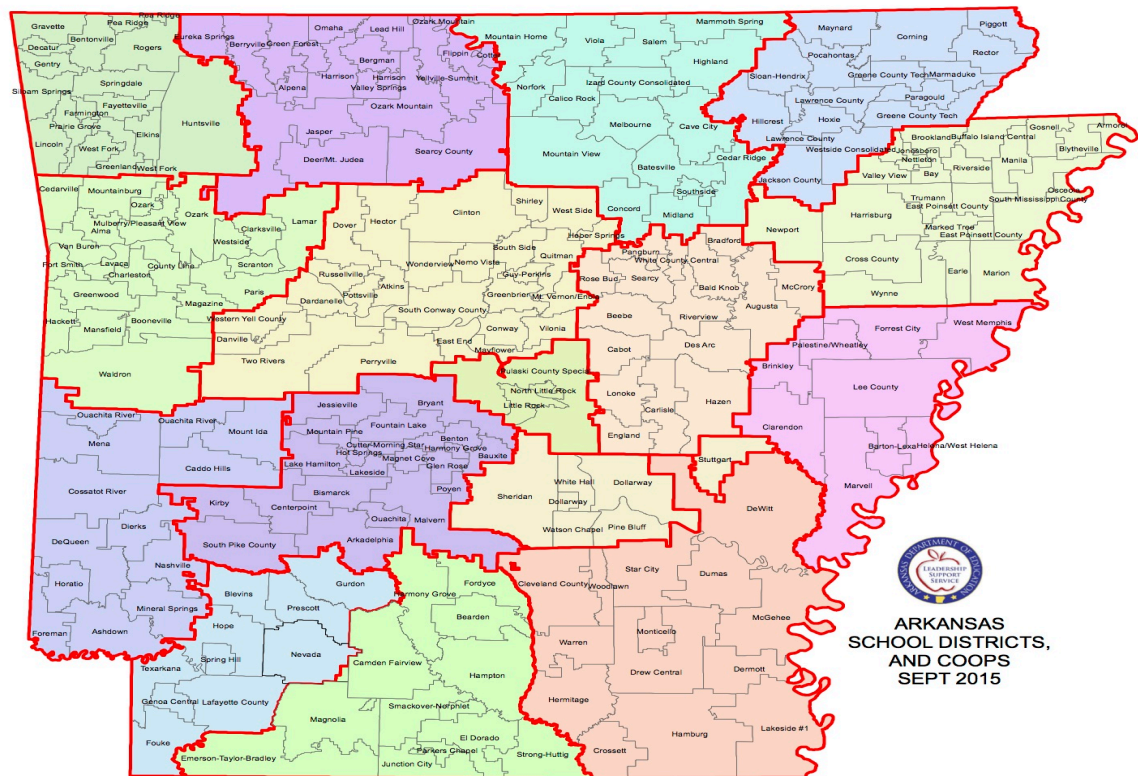
Marsha Daniels, Director

Mission Statement

“Our today is there tomorrow!”

The mission of South Central Service Cooperative is to empower our schools and communities to meet their educational goals by striving toward strong academics, innovative strategies, and knowledge of skills necessary to impact effective citizenship and economic productivity.

State Map of Cooperatives

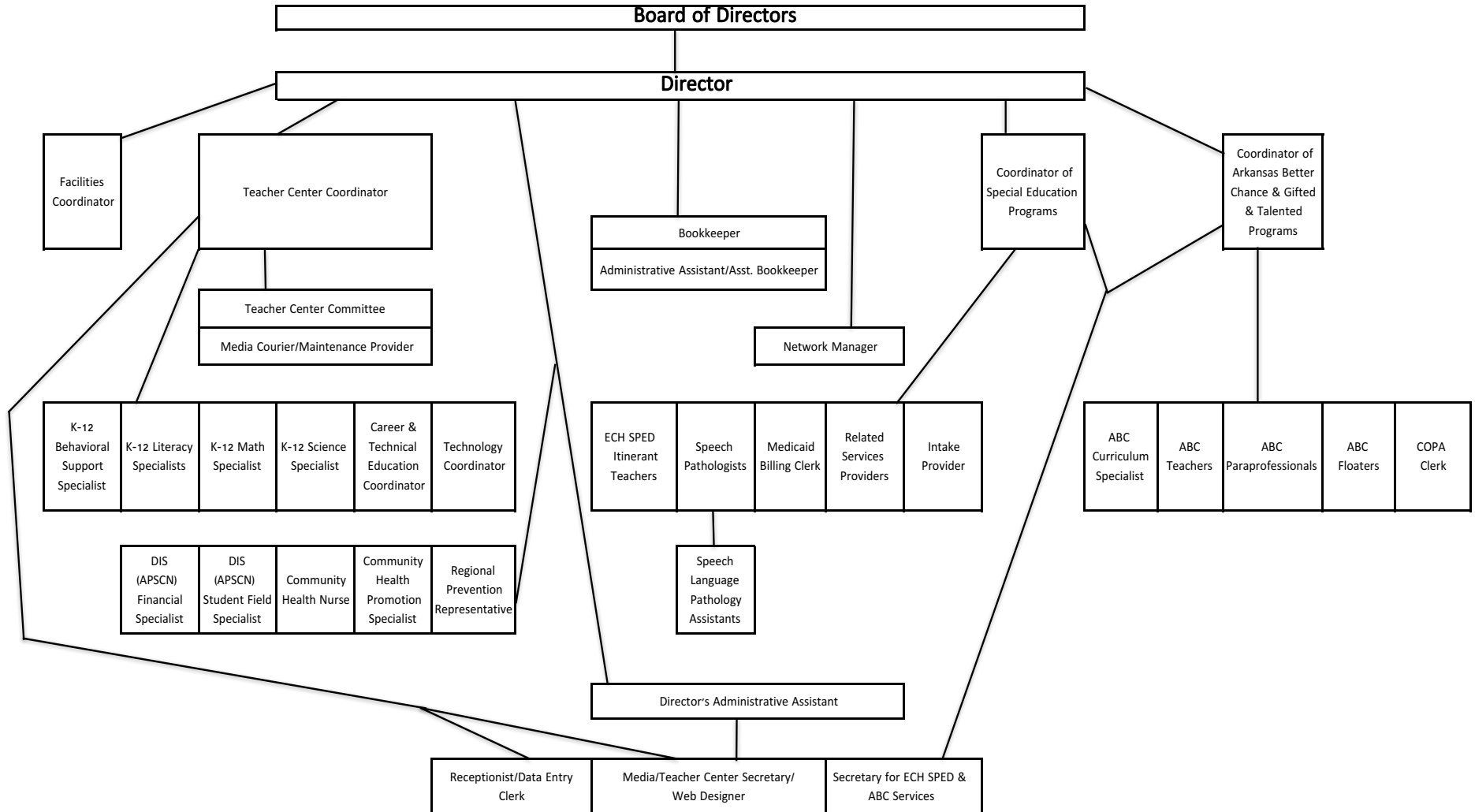


County	School District
Calhoun	Hampton
Columbia	Emerson-Taylor-Bradley, Magnolia
Dallas	Fordyce
Ouachita	Bearden, Camden Fairview, Harmony Grove
Union	El Dorado, Junction City, Parkers Chapel, Smackover-Norphlet, Strong-Huttig

South Central Service Cooperative Organizational Chart

FY 2015-2016

Act 349 of 1985 – Established Cooperatives



1728

SCSC Board of Directors

Officers of the Board

Name	Position	School District
Jimmy Cunningham	President	Hampton
Saul Lusk	Vice President	Strong-Huttig
Walton Pigott	Secretary	Harmony Grove

Members of the Board

Name	Position	School District
Denny Rozenberg	Board member	Bearden
Mark Keith	Board member	Camden Fairview
Jim Tucker	Board member	El Dorado
Gary Hines	Board member	Emerson-Taylor-Bradley
Dr. Albert Snow	Board member	Fordyce
Robby Lowe	Board member	Junction City
John Ward	Board member	Magnolia
Michael White	Board member	Parkers Chapel
Dave Wilcox	Board member	Smackover-Norphlet

South Central Service Cooperative Annual Report

DATE: June 2, 2016

LEA# 5220000

ESC# 11

ESC NAME: South Central Service Cooperative

ADDRESS: 2235 California Avenue, SW

PHONE NUMBER: 870-836-1600

DIRECTOR: Marsha Daniels

TEACHER CENTER COORDINATOR: Karen Kay McMahan

NAMES OF COUNTIES SERVED: 5 Calhoun, Columbia, Dallas, Ouachita, and Union

NUMBER OF DISTRICTS: 12

NUMBER OF STUDENTS: 17,236

NUMBER OF TEACHERS: 1,428

FREE LUNCHES: 9,630

REDUCED LUNCHES: 1,347

PAID LUNCHES: 5,678

I. GOVERNANCE

A. How is the co-op governed?

Board of Directors ☒ or Executive Committee ☐

How many members on the Board? 12 Executive Committee

How many times did the Board meet? 12 Executive Committee

When is the regular meeting? Second Wednesday of the month.

Date of current year's annual meeting: June 2, 2016

B. Does the co-op have a Teacher Center Committee? YES ☒ NO ☐

If yes, then:

How many are on the Teacher Center Committee? 11

How many members are teachers? 8

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? No regular meeting. Committee met 3 times:
September, January, and March

C. When was the most recent survey/needs assessment conducted? December 2015

- D. Have written policies been filed with the Arkansas Department of Education?
 YES ☒ NO ☐

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget. (S=State, F=Federal, H=Head Start, M=Medicaid, P=Private, B=Base Funds, D=District)

	<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
	Allen, Cynthia	ECH/SPED Itinerant Teacher	S			
	Andrews, Candi	Secretary/Data Entry/Medicaid	S/F			
	Avant, Natasha	Receptionist	S/F			
	Avant, Zephonia	ABC/SPED Curriculum Specialist	S	X		
	Ball, Therese	ECH/SPED Itinerant Teacher	F			
	Barnes, Gina	Paraprofessional	S			
	Barr, Iris	Teacher	S			
	Baxter, Marva	Paraprofessional	S			
	Bean, Sammie	Paraprofessional	S			X
	Bean, Sonya	Floater	S			X
*	Blakey, Tia	Regional Prevention Representative				
	Bearden, Renee	Science Literacy Specialist	S	X		
	Bonsall, Amanda	Speech Language Pathologist	F			
	Brian, Karla	Early Childhood SPED Coordinator	F			
	Burchfield, Betty	ECH Itinerant Teacher	S			
	Cates, Julie	Paraprofessional	S		X	
	Cole, Robin	Coordinator of ABC & GT Programs	S			
	Curry, Deborah	K-12 Literacy Specialist	S			
	Daniels, Marsha	Director	B			
	Davis, Ella Faye	Administrative Assistant to the Director	B			
	Everett, Shawnya	ECH/SPED Itinerant Teacher	F			

	<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
	Galusha, Christie	ECH Teacher	S			
	Gill, Belinda	Floater	S			
	Gunter, Kristi	Paraprofessional	S	X	X	
	Hafer, Michelle	ECH Itinerant Teacher	F	X	X	
	Hall, Tiffany	Floater	S	X		
	Hargiss, Traci	Media/Teacher Ctr. Sec./Webmaster	B/S			
	Harper, Debra	ECH Teacher	S			
	Harris, Margaret	Paraprofessional	S			
	Hartsfield, Sonia	Behavior Support Specialist	S/F			
	Herrin, Tammy	Paraprofessional	S		X	
	Hinton, Holly	Speech Language Pathologist	F			
	Howell, Kansas	Floater	S	X		
	Jackson, Michele	Speech Language Pathologist	F			
	Jermay, Tristan	Network Engineer	B			
	Johnson, Laura	ECH Teacher	S		X	
*	Johnson, Martha	APSCN Student Field Analyst				
*	Shatly, Melissa	Community Health Promotion Specialist				
	Lacy, Latarsha	Paraprofessional	S			X
	Lea, LaVonda	ECH Teacher	S			X
	Martin, Kandace	Personal Care Aide	S		X	
*	McDonald, Rhonda	Community Health Nurse Specialist				
	McKinney, Jackie	Teacher	S			
	McMahan, Karen Kay	Teacher Center Coordinator	B			
	Morgan, Tara	ECH Teacher	S			
	Murray, Brooke	Floater	S			
	Neely, Alicia	Paraprofessional	S			
*	Nichols, Charlotte	APSCN Financial Mgmt. Field				
	Parker, Brandi	Floater	S	X		
	Powell, Sondra	ECH Itinerant Teacher	S			

	<u>NAME</u>	<u>POSITION</u>	<u>FUNDING SOURCE</u>	<u>NEW HIRE</u>	<u>RESIGNED</u>	<u>TERMINATED /RIF</u>
	Redford, Adrianna	Speech Therapy Asst.	S			
	Rogers, Kelly	Floater	S			
	Sanders, Megan	ECH Itinerant Teacher	F	X		
	Scott, Glen	Bookkeeper	B/S			
	Sexton, Kathy	ECH Teacher	S			
	Seymour, Kaitlyn	Speech Therapy Asst.	S			
	Shew, Donna	Paraprofessional	S			
	Sims, Belinda	ECH Teacher	S			
	Sims, Kimberly	Floater	S			
	Steward, Marquita	Floater	S			
	Stinnett, Leah	K-12 Mathematics Specialist	S			
	Stockman, Yasmeen	Personal Care Aide	S	X	X	
	Stover, Claudia	ECH Teacher	S			
	Sullivan, Terry	Career & Technical Education Coordinator	F			
	Tate, Charity	Paraprofessional	S	X		X
	Tyson, Wendy	Paraprofessional	S			
	Walker, Jocelyn	Assistant Bookkeeper & Administrative Assistant	B/S			
	Warriner, Anna	K-12 Literacy Specialist	S			
	Womack, JoAnn	Technology Integrationist	S			
	Wooldridge, JoAnne	Facilities Coordinator	D			

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those, which provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES ☒ NO ☐

B. Approximate the number of titles in media center: 1,776

- C. Does the co-op provide delivery to the districts? YES ☒ NO ☐
- D. How many districts participate in the media program? 12
- E. How many titles (including duplicate counts) were provided to schools during this current year? 80
- F. Do districts contribute dollars to the media services? YES ☐ NO ☒
- G. How are media charges per district determined (formal or per ADM)?
Please describe: N/A
- H. Does the co-op operate a "make-and-take" center for teachers?
YES ☒ NO ☐
- I. How many visitors have come into the center? (Count all visitors who have visited the center, using duplicate counts for any visitors who have visited the center more than once).
Number of Teacher Participants: 388

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

- ☒ Cooperative purchasing
- ☒ Planning assistance
- ☒ Special education services
- ☒ Gifted and talented assistance
- ☒ Grant writing assistance
- ☒ Personnel application
- ☒ Evaluation procedures
- ☐ Migrant student Identification
- ☒ Bookkeeping assistance
- ☒ Technology training
- ☒ Curriculum alignment
- ☒ Business Management training

- ☒ Computer technician
- ☐ C.P.E.P. administration
- ☒ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☒ Math coaches training
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and local board members
- ☒ Home School Testing
- ☒ Vision and Hearing Equipment Maintenance and Repair
- ☒ Career and Technical
- ☒ K-12 Behavior Support Teacher Training
- ☒ Community Health Nurse to Support School Nurses
- ☒ Other (please specify)
Tobacco Cessation Programs
CPR & AED Training and Materials Supply Support

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☒ Student assessment program
- ☒ Itinerant teachers – please list areas: Early Childhood & Special Education
- ☐ Music, art, speech pathology
- ☐ Occupational therapy, physical therapy
- ☐ Computer-assisted instruction

- ☒ Mentor programs: NTMP-Arkansas Novice Teacher Mentoring Program
- ☒ Gifted/talented programs: 12 participating districts
- ☒ Zoom instruction
- ☒ Speech therapist services to 3-5 year-old children
- ☒ Occupational and physical therapy services to 3-5 year-old children
- ☐ Low incidence handicapped
- ☒ Other (Please specify):
Early Childhood Special Education 3-5 years of age,
Nursing Services
Arkansas Better Chance
Science Fair Judging
Digital Day
Hour of Code
Quiz Bowl

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities, which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or local schools served by the co-op may write the descriptions. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Name of Project/Program: **The South Arkansas Integrated Science & Mathematics Initiative, Year 3**

Program Summary:

In August 2015, South Central Service Cooperative partnered with Southern Arkansas University in Magnolia to conduct Year 3 of this multi-year science and mathematics teacher/training program. Grant writers were Dr. Roger Guevara, Director of SAU's Education Renewal Zone, and Tim Daniels, Retired Associate Professor of Biology and Biology Department Chair Person for SAU. The partnership was designed as a three-year training project for teachers of science and mathematics for grades three through eight. The content was focused on CCSS Mathematics and on NGSS (Next Generation Science Standards) and on Arkansas Science Frameworks for grades three through eight. Year one funding for this grant was \$220,507; year two funding was \$223,872; and year three funding was \$216,646.

The grant was designed with four specific goals in mind. These include:

- (1) To increase teacher content knowledge in science and in mathematics as measured by the Diagnostic Mathematics Assessments for Middle Level Teachers.
- (2) To increase teaching skills as measured through observations of classrooms using the Reformed Teacher Observation Protocol (RTOP).
- (3) To increase student academic performance as measured by the Arkansas Mathematics Benchmark exams for students of participating schools.
- (4) To create a high performance consortium among Southern Arkansas University, the SAU Education Renewal Zone, the University of Central Arkansas, South Central Service Cooperative and the 15 partnering school districts which include Ashdown, Camden Fairview, El Dorado, Emerson-Taylor-Bradley, Fouke, Genoa Central, Harmony Grove, Hope, Junction City, Lafayette County, Magnolia, Parkers Chapel, Pulaski County Special School, Smackover-Norphlet and Texarkana to address the implementation of the Common Core State Standards in Mathematics and the Arkansas State Science Frameworks in 3-8 classrooms across south Arkansas.

Name of Project/Program: The South Arkansas K-4 Science Initiative, Year 1

Program Summary:

In August 2015, South Central Service Cooperative partnered with Southern Arkansas University in Magnolia to conduct Year 1 of this multi-year science teacher training program. Grant writers were Dr. Roger Guevara, Director of SAU's Education Renewal Zone, and Tim Daniels, Retired Associate Professor of Biology and Biology Department Chair Person for SAU. The partnership was designed as a training project for teachers of science for grades K-4. The content was focused Next Generation Science Standards ("NGSS") for grades K-4. Year one funding for this grant was \$204,096.

The grant was designed with four specific goals in mind. These include:

- (1) To increase teacher content knowledge in science and in mathematics as measured by the Diagnostic Mathematics Assessments for Middle Level Teachers.
- (2) To increase teaching skills as measured through observations of classrooms using the Reformed Teacher Observation Protocol (RTOP).
- (3) To increase student academic performance as measured by the ACT Aspire starting with Grade 3 for students of participating schools.
- (4) To create a high performance consortium among Southern Arkansas University, the SAU Education Renewal Zone, the University of Central Arkansas, South Central Service Cooperative and the 11 partnering school districts which include Camden Fairview, El Dorado, Fouke, Genoa Central, Horatio, Lafayette County, Magnolia, Parkers Chapel, Prescott, Smackover-Norphlet and Texarkana to address the implementation of NGSS in grades K-4 classrooms across south Arkansas.

Name of Project/Program: Cooperative Purchasing**Program Summary:**

The South Central Service Cooperative (SCSC) has assisted its area schools in cooperative purchasing since the 1990's. The service was established to meet the schools' common needs to purchase products, equipment, and services at the lowest competitive prices to be aligned with the Arkansas bid laws. In addition to substantial financial savings, it affords the schools tremendous hours of time management. Schools may effectively and efficiently use the time savings on student achievement, teacher accountability, curriculum development, advanced technology, etc. We provide cooperative purchasing for copy paper, laminating film, diploma seals, and Staples Advantage, an online office supply company. Our original services were for copy paper and laminating film. Throughout the years, the Co-op acquired diploma seals, and Staples Advantage. The school completes an order form for copy paper, laminating film, and diploma seals. The paper will be delivered and invoiced to the individual schools. All laminating film is delivered to the Co-op in 1 bulk order. Mrs. Walker compiles and separates the schools' lamin orders for each individual school. Each school is invoiced, and the lamin is delivered to the school, or the school picks up its order at the Co-op. The diploma seals are managed the same way as the laminating film.

Staples Advantage is an online ordering system for office, computer, and janitorial supplies provided by a partnership through National Joint Powers Alliance (NJPA), a public purchasing agency. Each school has an individual account where the school can place orders, and the orders are delivered to the perspective schools. If the composite total of the sales from the schools and SCSC is in excess of \$75,000 within a given year, Staples Advantage pays SCSC a rebate check. The check is calculated from total actual sales less retail sales. A 1% rebate is applied with minimum sales at \$75,000; 2% with minimum sales at \$150,000; 3% with minimum sales at \$300,000; 4% with minimum sales at \$500,000 and 5% with minimum sales at \$750,000. The check is made payable to SCSC. Each school will get a check from the co-op for its sales percentage.

Name of Project/Program: Facilities Consortium**Program Summary:**

In 2002, the court case and the subsequent ruling in the Lake View School District versus the State of Arkansas resulted in the decision by the judge that the State of Arkansas was required to develop a system to ensure that its public school systems maintained a state of facilities equitability. As a result of this ruling, the Arkansas Division of Public Schools Academic Facilities and Transportation Division (ADPSAFT) was established.

In 2007, the South Central Service Cooperative hired its first facilities coordinator to assist schools with compliance in relation to the new laws, ADPSAFT Rules and Regulations, etc. The SCSC Facilities Coordinator, a former employee of ADPSAFT, possessed the skills, a Bachelor of Science degree from UALR in Construction Management, and the accompanying background and experience required to support our districts with these compliance issues and in serving as a liaison between our member districts and the ADPSAFT.

Since her initial hire date of September 4, 2007, Mrs. Wooldridge has participated in a facility planners' association to influence changes in the master plan partnership process. As such, she has served as an advocate for member districts who are a part of the SCSC Facilities Consortium.

In 2016, a total of 11 of the SCSC's 12 member schools plus 3 additional schools from the Southwest Co-Op area purchased memberships in the facilities consortium for the upcoming school year. For FY16, the revenue for the facilities consortium amounted to \$84,252. This service has provided a tremendous amount of support to district superintendents and to district facilities coordinators for a relatively small amount of money. The average cost for these services for 15 member districts in FY16 was \$6,480.93.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-16 school year;
For this number, please provide the number in each of the following racial classifications:

0

White _____
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of new females employed by the cooperative for the 2015-16 school year;
For this number, please provide the number in each of the following racial classifications:

8

White _4_
African American _4_
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

TERMINATED

Number of males terminated by the cooperative during the 2015-16 school year;
For this number, please provide the number in each of the following racial
classifications:

0

White _____
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of females terminated by the cooperative during the 2015-16 school year;
For this number, please provide the number in each of the following racial
classifications:

5

White 3
African American 2
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-16 school
year; For this number, please provide the number in each of the following racial
classifications:

0

White _____
African American _____
Hispanic _____
Asian _____
American Indian/Alaskan Native _____

Number of females seeking employment by the cooperative during the 2015-16
school year; For this number, please provide the number in each of the following
racial classifications:

29

White 15
African American 10
Hispanic _____
Asian _____
American Indian/Alaskan Native _____
Unknown 4

SCSC Salary Schedules for FY 2015-2016

Licensed Salary Schedule

	Teacher Bachelor's Degree	Teacher Masters Degree	Coordinators, Supervisors, Technology	Intake Provider
Steps				
0	\$30,744	\$35,130	\$44,375	\$40,602
1	\$31,224	\$35,680	\$45,071	\$41,082
2	\$31,704	\$36,230	\$45,767	\$41,562
3	\$32,184	\$36,780	\$46,463	\$42,042
4	\$32,664	\$37,330	\$47,159	\$42,522
5	\$33,144	\$37,880	\$47,855	\$43,002
6	\$33,624	\$38,430	\$48,551	\$43,482
7	\$34,104	\$38,980	\$49,247	\$43,962
8	\$34,584	\$39,530	\$49,943	\$44,442
9	\$35,064	\$40,080	\$50,639	\$44,922
10	\$35,544	\$40,630	\$51,335	\$45,402
11	\$36,024	\$41,180	\$52,031	\$45,882
12	\$36,504	\$41,730	\$52,727	\$46,362
13	\$36,984	\$42,280	\$53,423	\$46,842
14	\$37,464	\$42,830	\$54,119	\$47,322
15	\$37,944	\$43,380	\$54,815	\$47,322
16	\$37,944	\$43,380	\$54,815	\$47,322
17	\$37,944	\$43,380	\$54,815	\$47,322
18	\$38,424	\$43,930	\$55,511	\$47,322
19	\$38,904	\$44,480	\$56,207	\$47,322
20	\$39,384	\$45,030	\$56,903	\$47,322
	Based on 190 Days \$480.00 Yearly Increment.	(3) Based on 190 Days \$550.00 Yearly Increment.	(1) Based on 240 Days \$696.00 Yearly Increment	(2) Based on 240 Days

- (1) Teacher Center Coordinator (See Supplemental Schedule)
- (1) ECH Coordinator (Index Multiplier 1.1)
- (1) Coordinator of ECH Special Education (Index Multiplier 1.21)
- (1) Coordinator of Arkansas Better Chance & Gifted Talented Programs (Index Multiplier 1.21)
- (2) Intake Provider (Index Multiplier 1.132)
- (3) Behavior Support Specialist (Index Multiplier 1.395 - for a 200 Day Contract)

Initial Adoption: April 28, 2013
 Last Revision: April 11, 2014
 Last Adoption: May 21, 2014; May 13, 2015

**Classified Salary Schedule
FY 2015-2016**

	Bookkeeper	Long-Term Substitute Teacher (No Degree)	Long-Term Substitute Teacher (With Degree)	Speech Therapist	SLP Asst.	Aides	Admin. Assistant	Media Van Driver	Licensed Long-Term Substitute Teacher
Steps	Index Multiplier 1.052								
0	\$42,262	\$13,722	\$15,896	\$58,750	\$30,744	\$14,224	\$39,311.60	7.26	\$18,997
1	\$42,958	\$13,950	\$16,200	\$59,300	\$31,224	\$14,376	\$39,791.60	7.51	\$19,301
2	\$43,654	\$14,178	\$16,504	\$59,850	\$31,704	\$14,528	\$40,271.60	7.76	\$19,605
3	\$44,350	\$14,406	\$16,808	\$60,400	\$32,184	\$14,680	\$40,751.60	8.01	\$19,909
4	\$45,046	\$14,634	\$17,112	\$60,950	\$32,664	\$14,832	\$41,231.60	8.26	\$20,213
5	\$45,742	\$14,862	\$17,416	\$61,500	\$33,144	\$14,984	\$41,711.60	8.51	\$20,517
6	\$46,438	\$15,090	\$17,720	\$62,050	\$33,624	\$15,136	\$42,191.60	8.76	\$20,821
7	\$47,134	\$15,318	\$18,024	\$62,600	\$34,104	\$15,288	\$42,671.60	9.01	\$21,125
8	\$47,830	\$15,546	\$18,328	\$63,150	\$34,584	\$15,440	\$43,151.60	9.26	\$21,429
9	\$48,526	\$15,774	\$18,632	\$63,700	\$35,064	\$15,592	\$43,631.60	9.51	\$21,733
10	\$49,222	\$16,002	\$18,936	\$64,250	\$35,544	\$15,744	\$44,111.60	9.76	\$22,037
11	\$49,918	\$16,230	\$19,240	\$64,800	\$36,024	\$15,896	\$44,591.60	10.01	\$22,341
12	\$50,614	\$16,458	\$19,544	\$65,350	\$36,504	\$16,048	\$45,071.60	10.26	\$22,645
13	\$51,310	\$16,686	\$19,848	\$65,900	\$36,984	\$16,200	\$45,551.60	10.51	\$22,949
14	\$52,006	\$16,914	\$20,152	\$66,450	\$37,464	\$16,352	\$46,031.60	10.76	\$23,253
15	\$52,702	\$17,142	\$20,456	\$67,000	\$37,944	\$16,504	\$46,511.60	11.01	\$23,557
16	\$53,398	\$17,370	\$20,760	\$67,550	\$37,944	\$16,656	\$46,991.60	11.26	\$23,861
17	\$54,094	\$17,598	\$21,064	\$68,100	\$37,944	\$16,808	\$47,471.60	11.51	\$24,165
18	\$54,790	\$17,826	\$21,368	\$68,650	\$38,424	\$16,960	\$47,951.60	11.76	\$24,469
19	\$55,486	\$18,054	\$21,672	\$69,200	\$38,904	\$17,112	\$48,431.60	12.01	\$24,773
20	\$56,182	\$18,282	\$21,976	\$69,750	\$39,384	\$17,264	\$48,911.60	12.26	\$25,077
	Based on 240 Days \$696.00 Yearly Increment.	Based on 190 Days \$228.00 Yearly Increment.	Based on 190 Days \$304.00 Yearly Increment	Based on 190 Days \$550.00 Yearly Increment	Based on 190 Days \$480.00 Yearly Increment	Based on 190 Days \$152.00 Yearly Increment	Based on 240 Days \$480.00 Yearly Increment	Based on Hourly Rate \$0.25 Yearly Increment	Based on 190 Days \$304.00 Yearly Increment

Initial Adoption:

Last Revision:

Last Adoption: May 21, 2014; May 13, 2015

Hourly Salary Schedule
FY 2015-2016

	Secretary 1	Secretary 2	Floating Substitutes	Subs
Steps				
0	9.46	11.86	8.41	8.00
1	9.71	12.11		
2	9.96	12.36		
3	10.21	12.61		
4	10.46	12.86		
5	10.71	13.11		
6	10.96	13.36		
7	11.21	13.61		
8	11.46	13.86		
9	11.71	14.11		
10	11.96	14.36		
11	12.21	14.61		
12	12.46	14.86		
13	12.71	15.11		
14	12.96	15.36		
15	13.21	15.61		
16	13.46	15.86		
17	13.71	16.11		
18	13.96	16.36		
19	14.21	16.61		
20	14.46	16.86		
	Based on Hourly Rate \$0.25 Yearly Increment.	Based on Hourly Rate \$0.25 Yearly Increment.	Based on Hourly Rate	Based on Hourly Rate

Initial Adoption:

Last Revision:

Last Adoption: May 21, 2014; May 13, 2015

Supplemental Salary Schedule

FY 2015-2016

All employees that work 450 hours per semester or 900 hours per year are provided an additional \$600.00 to their salary for an insurance supplement. The \$600.00 is not reflected in any of the salaries or schedules listed in this document.

The Director's salary is negotiated.

The Facilities Coordinator's salary is determined yearly by a comparison study of other facilities coordinators' salaries in co-ops around the state. Leading indicators such as the consumer price index, availability of staff, and market value are used to determine salary.

The network engineer position is a part-time position. Currently, the salary is an hourly rate of pay and is determined yearly by a comparison study of other network engineers' salaries in co-ops and in school districts around the state with emphasis on those salaries of network engineers in this region of the state. Leading indicators such as availability of staff and market value are used to determine salary.

Substitutes are paid \$8.00 per hour.

Supplemental Pay for Additional Work or Duties:

Supplemental pay for additional work or duties is based on an increment or a fraction of an increment. One increment equals \$1,800.00. Supplemental pay is awarded by the Director based on duties assigned and on the availability of funds.

Teacher Center Coordinator:

The Teacher Center Coordinator's salary is based on an assigned multiplier. The director will assign a salary multiplier based on degrees, areas of license, and experience.

The Teacher Center Coordinator's salary is based on a multiplier assigned to the "Coordinator, Supervisor, Technology" column of the Licensed Employee Salary Schedule, and it is based on degrees, areas of licensing, and experience. Multipliers are as follows:

- 1.17 Masters level teaching license plus experience as a content specialist, i.e., math or literacy specialist.
- 1.21 Principal's license plus 5 or more years of building-level administrative experience and/or district-level curriculum specialist licensing.
- 1.25 1.21 credentials plus 8 or more years experience as a district-level curriculum specialist or coordinator or related P-12 field, i.e., cooperative experience.

Supplemental Salary Schedule (Cont'd)
FY 2015-2016

- 1.29 1.21 credentials plus District Administrator licensing.
- 1.33 P-12 District Administrator licensing plus Specialist Degree in Administration plus 8 or more years experience at district level or related experience.
- 1.37 P-12 District Administrator plus Doctoral Degree in related field with up to 5 years of district level or related experience
- 1.4 P-12 District Administrator licensing plus Doctoral Degree in related field plus 5 or more years experience in district-level administration or related experience.

Adopted: April 25, 2013
Last Revision: January 28, 2014
Last Adopted: May 21, 2014; May 13, 2015

SCSC Teacher Center Committee

Position	Name	District	Term
Elementary Teachers			
Teacher	Rebekah Starnes	Smackover-Norphlet	2016
Teacher	Julie Vaden	Strong-Huttig	2017
Teacher	Terri Davis	Harmony Grove	2015
Middle/Jr. High Teachers			
Teacher	Gina Taylor	Parkers Chapel	2015
Teacher	Angie Ferrell	Hampton	2015
High School Teachers			
Teacher	Shanna McLelland	Junction City	2017
Teacher	Kathi Walker	El Dorado	2017
Teacher	Paula Metcalf	Magnolia	2015
Administrator Positions			
Principal	Artie Furlow	Camden Fairview	2014
Principal	Vickie Spruell	Emerson-Taylor-Bradley	2015
Principal	Sonya Launius	Bearden	2016

SCSC Fiscal Report (Revenue Summary)

Fiscal Years 2012, 2013, 2014, 2015 and 2016

Current as of May 2016

	2012	2013	2014	2015	2016
Copier Fund	23,341.61	26,600.00	25,435.30	25,000.00	15,000.00
Target Testing	8,856.00	0.00	0.00	0.00	0.00
ARCOP	0.00	0.00	0.00	3,000.00	0.00
Math/Science Workshops	665.00	500.00	16,147.00	0.00	0.00
Title II	38,512.00	38,512.00	46,614.00	65,923.00	56,606.00
TESS	0.00	0.00	4,000.00	0.00	0.00
Literacy-PD	31,760.00	0.00	0.00	0.00	0.00
CPR	1,125.00	1,000.00	1,690.00	1,125.00	170.00
Perkins Workshops	50.00	0.00	0.00	210.00	0.00
CWT	1,425.00	1,000.00	0.00	0.00	0.00
PD	66,221.00	50,000.00	86,002.89	94,483.00	137,715.00
VI-B Local	204,553.16	159,820.00	153,110.00	146,400.00	167,750.00
PC Classrooms	31,960.00	35,640.00	45,615.94	60,048.50	7,000.00
Stem Grant	500.00	0.00	0.00	0.00	0.00
NOAA Grant	3,380.00	0.00	0.00	0.00	0.00
Principals Leadership	23,234.76	0.00	0.00	0.00	0.00
Science	86,500.00	86,500.00	86,500.00	14,684.81	86,500.00
Ext. School Year	1,110.00	2,442.00	0.00	222.00	0.00
Pathwise	0.00	4,081.60	224.98	1,200.00	0.00
Special Ed.	602,981.00	544,050.00	654,922.00	562,755.35	596,879.46
Advanced Placement	4,400.00	4,400.00	0.00	0.00	0.00
G/T	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00
Workforce	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
Operating	637,393.69	626,983.30	627,648.98	583,423.76	660,148.95
Distance Learning	75,000.00	75,000.00	75,000.00	0.00	0.00
Technology-Grant	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00
ABC	1,047,363.20	1,007,964.00	1,002,618.00	998,321.80	970,776.80
Literacy	86,500.00	173,000.00	173,000.00	173,000.00	173,000.00
Literacy-Math	70,577.63	86,500.00	86,500.00	86,500.00	86,500.00
RTI	0.00	0.00	0.00	110,550.00	0.00
Broadband Project	0.00	0.00	0.00	383.90	0.00
Quality Grants	5,750.00	5,750.00	8,250.00	7,750.00	7,750.00
Carl Perkins	72,261.00	78,388.00	76,342.00	72,239.00	85,137.00
Perkins-Misc	12,534.45	0.00	1,470.86	0.00	0.00
Behavior Specialist	0.00	0.00	103,000.00	105,000.00	110,000.00
Special Ed.-Federal	248,075.00	246,620.00	237,419.00	262,518.71	253,358.37
ARRA	13,872.29	0.00	0.00	0.00	0.00
Medicaid	64,433.93	85,399.77	46,454.85	45,000.00	41,834.25
ARMAC	28,629.59	19,539.18	24,434.09	25,000.00	18,846.65
CACFP	0.00	0.00	13,149.91	18,000.00	10,000.53
Math/Science Grant	165,812.00	178,001.00	66,080.58	0.00	0.00
	3,812,277.31	3,691,190.85	3,815,130.38	3,616,238.83	3,638,473.01

Annual Report Program Descriptions 2015-2016

Arkansas Better Chance Preschools

Funding Source: **Arkansas Better Chance/Arkansas Better Chance for School Success**

Competitive Grants: **Yes**

Restricted ☒ Non-Restricted ☐

Participating Districts

Camden Fairview
El Dorado

Harmony Grove-Sparkman
Parkers Chapel

Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
Robin Cole	AR Better Chance Coordinator	Masters Degree/Educational Admin
Zephonia Avant	ABC/ECH-SPED Curriculum Instruction Specialist	Bachelors Degree/Elementary Ed
Jackie McKinney	Whiteside Teacher	Associates Degree/EC
Margaret Harris	Whiteside Paraprofessional	Child Development Associate (CDA)
Marva Baxter	Whiteside Teacher	Bachelors Degree/Family & Community Ed
LaTarsha Lacy	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Kathy Sexton	Harmony Grove Teacher	Bachelors Degree/EC
Wendy Tyson	Harmony Grove Paraprofessional	Child Development Associate (CDA)
Claudia Stover	Harmony Grove Teacher	Bachelors Degree/EC
Debbie Harper	Norphlet Teacher	Bachelors Degree/EC
Charity Tate	Norphlet Paraprofessional	Associate of Arts
Kristi Gunter	Parkers Chapel Paraprofessional	Associate of Radiology
Tara Morgan	Parkers Chapel Teacher	Bachelors Degree/EE
Donna Shew	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
Belinda Sims	Parkers Chapel Teacher	Bachelors Degree/ECE
Gina Barnes	Parkers Chapel Paraprofessional	Child Development Associate (CDA)
LaVonda Lee	Sparkman Teacher	Bachelors Degree/EE
Sammie Bean	Sparkman Paraprofessional	HS Diploma
Iris Barr	Strong Teacher	Bachelors Degree/ECE
Tammy Herrin	Strong Paraprofessional	Child Development Associate (CDA)
Laura Johnson	Retta Brown Teacher	Bachelors Degree/Child Development
Alicia Neely	Retta Brown Paraprofessional	Child Development Associate (CDA)
Kimberly Sims	Whiteside Floater	Child Development Associate (CDA)
Belinda Gill	Harmony Grove Floater	HS Diploma
Brandi Parker	Norphlet Floater	Bachelors Degree/Criminal Justice
Kelly Rogers	Parkers Chapel Floater	HS Diploma
Kansas Howell	Strong Floater	Associates Degree/EC
Marguita Steward	Retta Brown Floater	HS Diploma

Goal

The goal of the South Central Service Cooperative's ABC preschool program is to identify qualifying three to five year-old students and to provide safe, healthy, nurturing, age-appropriate experiences for preschool children in a developmentally appropriate setting.

Program Summary

The South Central Service Cooperative provided ABC preschool services to 217 students in six school districts in the cooperative area. The curriculum is aligned with the Arkansas Early Childhood Framework to promote student readiness upon entry into kindergarten. Students are presented hands-on activities using manipulatives and technology that, when coupled with teacher guidance, encourage social, adaptive, cognitive, language, and motor development. In order to be accepted into an ABC Preschool Program, the child must qualify under one or more of the following areas:

1. Income level as listed on the application form
2. Teenage parent
3. Low birth weight (under 5.5 pounds)
4. Parent without high school diploma or GED
5. History of abuse/neglect or drug/alcohol abuse
6. Disability under IDEA
7. Failed developmental screening
8. English as a second language

Major Highlights of the Year

The Arkansas Better Chance grant for the 2014-2015 year was successfully submitted and approved for 217 student slots located on seven sites in the Co-op service area. Six of the seven sites received an ECERS review during the school year. ECERS, the Early Childhood Environmental Rating Scale, is the evaluation instrument used by the Division to monitor state ABC programs. All six sites reviewed this year received passing scores.

Mac computers have been provided for each of our early childhood classrooms for students' use. Teachers have continued to create instructional podcasts or videos to encourage parent involvement and collaboration among the staff. Teachers have also incorporated the use of e-books and Explain Everything showcases into their instruction within their individual classrooms.

The application for participation in the Child and Adult Care Food Program was successfully completed. It was approved, and early childhood staff was trained in proper submission of required data.

The implementation of TESS with licensed early childhood staff occurred in 2014. The staff has received further training, developed Professional Growth Plans, created portfolios in BloomBoard, and were evaluated using the TESS model.

One of our early childhood education teachers and two of our early childhood students were showcased in a TICAL Conference demonstrating a lesson on coding by using a Bee Bot and a grid.

The South Central Service Co-op's early childhood program has collaborated with regional and local early childhood programs to provide quality professional development in the areas of social development, literacy, math and science.

The early childhood program has also partnered with local agencies such as HIPPY and Headstart to provide activities for families in celebration of Arkansas Children's Week.

SCSC's early childhood education teachers continue their use of classroom wikis and e-books.

Novice Teacher Mentoring

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Karen Kay McMahan	Teacher Center Coordinator	Masters Plus 60
Leah Stinnett	Math Specialist	M.Ed

Goal

- Become familiar with the Framework for Teaching (FFT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process
- The cooperative provided districts ongoing support as needed.

Program Summary

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an updated training. The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: The Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face-to-face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program. South Central Service Cooperative provided multiple sessions in the Novice Teacher Mentor Program.

Major Highlights of the Year

The implementation of Moodle was a problem for most mentors and project directors. ADE revamped the requirements midyear. Next year's mentoring will be streamlined through BloomBoard.

ADE/APSCN Student Applications Field Analyst
Funding Source: **Arkansas Department of Education**
Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Districts in South East Cooperative

Cleveland County	Hamburg	Warren
Crossett	Hermitage	Woodlawn
SEACBEC (Southeast Arkansas Community-Based Education Center)		

Personnel

Name	Position	Degree
Martha Johnson	APSCN Student Field Analyst	BBA

Goal

The goal of the APSCN Student Field Analyst is to provide end-user support to district users of the SMS statewide student management system, COGNOS reports, and meeting statewide guidelines.

Program Summary

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGard Pentamotion student management systems applications provided by APSC include: demographics, attendance, scheduling, report cards, discipline, and medical. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the cooperative, through school visits, and she communicates closely with school personnel by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS required fields for state reporting, new personnel, COGNOS report writing, next year scheduling, and year-end rollover.

Major Highlights of the Year

The APSCN Student Field Analyst provided State reporting training & eSchoolPlus Student Management System upgrade from version 2.4 to version 3.1 training.

ADE/APSCN Financial Field Analyst

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Charlotte Nichols	APSCN Financial Field Analyst	

Goal

The goal of the APSCN Financial Field Analyst is to provide end-user support to district financial users of the FMS state Financial Management System, COGNOS Reporting System, and to provide support in the area meeting state financial coding guidelines.

Program Summary

The Financial Applications Field Analyst provides services to districts within Arkansas that utilize the FMS statewide Financial Management System software. Financial Management Systems Applications computer software is used primarily to process and record financial transactions. The SunGard Pentamotion financial management system application provided by APSCN includes the following integrated modules: fund accounting, human resources, fixed assets, personnel budgeting, budget prep, purchasing and warehouse. The Financial Field Analyst provides technical, practical, and accounting assistance for all of the modules as well as for the statewide reporting cycles or Statewide Information Systems. Various trainings offered throughout the year include, but are not limited to FMS required fields for state reporting, new personnel, COGNOS report writing, fiscal year-end, and calendar year-end processes.

Major Highlights of the Year

The APSCN Financial Field Analyst provided State Reporting trainings and assisted in software conversions for all the districts from 4.3 to 5.1.

Behavior Support Specialist

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Sonia Hartsfield	K-12 Behavioral Support Specialist	Master of Education

Goal

The goals of the Behavior Support Specialist (BSS) are to provide technical assistance and support to local school district administrators and school personnel in the **development and implementation of evidence-based behavior supports for students receiving special education services** and to support school personnel in the identification and educational programming for students identified with autism. The BSS will provide professional development to local school district administrators and personnel on **evidence-based behavior supports**.

Program Summary

The Behavior Support Specialist (BSS) position provides technical assistance and professional development in the area of behavior to all school districts within the South Central Service Cooperative (SCSC). The BSS receives requests for technical assistance through the CIRCUIT on-line referral system. Once a request for services is received, the BSS works in conjunction with the special education supervisor for the referring school district to identify and provide needed support for students with disabilities.

Some of the services provided to school districts this year are listed below.

On-site Consultation provides the unique opportunity to more closely partner with and fully inform the extended network of teachers, paraprofessionals, and services providers involved in the student's life while minimizing the amount of disruption to his/her daily routine.

Assistance with Functional Behavior Assessment (FBA) is an approach that incorporates a variety of techniques and strategies to evaluate the cause and to identify likely interventions intended to address problem behaviors. FBAs look beyond the demonstrated behavior and focus, instead, on identifying biological, social, affective, and environmental factors that initiate, sustain, or end the target behaviors.

Assistance with Behavior Intervention Plans (BIP) is provided to school districts when they are working with students that display intense behaviors that require programming to be set up for a specific student to try and help that student learn to manage or change his or her behavior.

Assistance with Autism Identification is provided to SCSC area schools to help identify students that are on the Autism Spectrum. These students are identified by using a multi-disciplinary team approach along with "gold standard" evaluation procedures.

Assistance with Programming for Autistic Students is delivered to SCSC Area schools. Through the use of record review, observation, interviews, and evaluation, the Behavior Support Specialist can recommend programming for students on the Autism Spectrum.

On-site Training with Teachers and Staff is provided when interventions are recommended for a classroom or individual student. Some of these interventions include how to set up a visually driven classroom, how to pivot away from negative behavior, how to take data on behavior, how to manage negative behavior, and how to communicate with parents.

State BSS Meetings

The BSS also attends monthly meetings with other cooperative behavior support specialists and the liaison from the Arkansas Department of Special Education. Information presented at this meeting is shared with the special education supervisors at their monthly meetings at the area-hosting co-op.

Regional BSS Meetings

The BSS meet with their co-coordinators on a monthly basis to discuss CIRCUIT cases, work on professional development and ideas to build capacity within co-op area schools.

Region VII LEA Meetings

The BSS attends monthly LEA meetings with all of the special education administrators to share new information from the Arkansas Department of Special Education regarding behavior intervention services.

Classroom-Based Behavior Intervention is one way to help students learn to manage their behavior along with the assistance of the teacher and other school staff. These interventions can take place in the classroom by helping teachers and students establish and manage a more structured environment by creating visual schedules, creating center-based learning environments, by establishing visual cues throughout the classroom, and by training the teachers and paraprofessionals to use the interventions appropriately.

Major Highlights of the Year

Classroom/Individual Behavior Support

The BSS has assisted 4 classrooms with over 70 on-site visits to observe and make programming suggestions for students and the classroom. This was done throughout the school year by observing, making recommendations about the classroom, setting deadlines for staff, and monitoring the progress. The BSS has provided over 400 hours of behavior support for classrooms, teachers, and students in the SCSC area.

Individual Behavior Support

The BSS has assisted with individual support for eight students this school year (emotionally disturbed, autism, other health impaired, ADD, ADHD, MR, and MD). This support included on-site consultation, student observation, record review, conference attendance, specialized evaluations, assistance with functional behavior assessments, safety and behavior support planning.

How to Input Data

The BSS have researched and developed appropriate training to provide teachers the most appropriate tools to use for collecting data on student behavior.

Eligibility Guidelines for Students with Emotional Disturbance (“ED”)

The BSS met to review and discuss the eligibility guidelines for ED. This was done to insure that BSS have the proper information to help assist schools with the proper programming and behavior support services for these students.

Legal Traps

The BSS met to study and learn more about how to understand and comply with federal laws such as the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act, and the Americans with Disabilities Act to avoid legal traps within special education.

Conferences Attended

- *Behavior Support Specialist Conference* - The focus of this conference was on building collaborative learning, mentoring, coaching, and how to make systematic changes.
- *Behavior Support Specialist Conference* - This conference was designed to provide the BSS with ways to observe and identify autism and emotional disturbance.
- *RTI Fall Forward*
- *LEA Administrators Academy* - This academy focused on special education issues that are areas of concern for the state of Arkansas.
- *LRP* - This was a conference geared toward hot legal issues within the area of special education.

Professional Development

The trainings that the behavior support specialist will bring to the co-op area are: three Behavior Tool trainings, three PCM trainings, one behavior plan training, four days of specialized testing training (ADOS-II), 1 day of training on autism spectrum disorder, and a two-day special education conference, titled SpEd Ahead.

Behavior Tools Training

This training was available to K-12 teachers in Arkansas during the 2015-2016 school year. The goal of this training is to train others in basic behavior understanding and management. The BSS has scheduled to do this training twice during the summer of 2016 and will offer it at times throughout the school year. This training lays the foundation for more intensive behavior trainings.

Professional Crisis Management Training of Trainers

This training was offered to all of the BSSs employed by the co-ops in the state of Arkansas. PCM is an advanced system of crisis management that focuses primarily on prevention before a crisis occurs, unlike other methods that teach intervention techniques only after individuals have become non-compliant, agitated or aggressive. The PCM includes crisis prevention, crisis de-escalation, crisis intervention, and post-crisis intervention components. PCM utilizes "hands on" competency-based training and written tests to certify that individuals who receive instruction in PCM reach the highest level of skill acquisition. PCM is the only complete crisis management system available that can guarantee successful prevention and intervention with maximum safety, increased dignity, and total effectiveness. This training will be available to area schools to implement within their school districts.

Organizing the Gold-standard Autism Training (ADOS-II)

The BSS has contacted a national expert to train special educators on the ADOS-II assessment. This training will focus on demonstration of how to give the assessment,

scoring, and operationalizing diagnostic criteria for ASD. Participants will also receive intensive and individualized coaching on their own administration of the ADOS.

Behavior Plan Training

The training will focus on how to effectively gather data, graph data, use data to do a functional behavior analysis, and write an effective behavior intervention plan.

Autism Overview and Introduction to Evidence-Based Interventions

This is a brief overview of what autism is, how it is diagnosed, the treatments that are available, and what kind of interventions can help a child with autism.

SpEd Ahead Conference

This is a two-day special education conference. This conference will have two keynote speakers and five break-out sessions each day. The topics covered are: conference and collaboration, special education and legal issues, dyslexia, children and poverty, autism, advocacy and disability etiquette, sexuality in special education, special olympics, and maker spaces for special education.

Career & Technical Education

Funding Source: **Carl D. Perkins Funding**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden
Harmony Grove
Smackover-Norphlet

Emerson-Taylor-Bradley
Junction City

Fordyce
Parkers Chapel

Personnel

Name	Position	Degree
Terry Sullivan	Career & Technical Education Coordinator	MSE - Henderson

Program Summary

The South Central Service Cooperative's ("SCSC") Career & Technical Education ("CTE") Department provides supporting resources to enable the 12 public schools and two secondary centers in our cooperative area to initiate and maintain quality CTE programs in accordance with the Arkansas Department of Career Education's Strategic Plan, Goals and Objectives. Schools districts in the SCSC Carl Perkins Consortium are allotted funds through the Carl D. Perkins Career & Technical Education Act of 2006, usually referred to as Perkins IV. The amounts of these funds are determined by a state distribution formula. Once funds are assigned to a consortium, the funds lose their identity. The SCSC's Perkins Consortium consists of seven school districts. The CTE office encourages the development,

implementation, and improvement of CTE programs for “all” districts in the cooperative service delivery area by providing data collection and reporting, evaluation of CTE programs in schools, technical assistance in the form of professional development, new teacher assistance, policies and procedure interpretation, resource distribution, support services for special populations, and start-up grant support. The CTE coordinator provides support for programs of study, curriculum frameworks, career planning systems, end-of-course competency testing, and academic attainment of CTE students. The coordinator also is responsible for preparing and administering the Carl D. Perkins Consortium application which includes the preparation and submission of the application, budget management, implementation of Perkins activities, proposal accountability, technical equipment purchasing, distribution and inventory, and preparation and submission of completer and placement reports for member schools. The CTE coordinator also represents the education cooperative at local, state and national events and activities.

Major Highlights of the Year

- South Central Service Cooperative’s Perkins Consortium met six of the eight Perkins Performance Indicators for the 2015-16 school year. An improvement plan will be submitted with the 2016-17 Perkins application to address improving Literacy Attainment and Non-Traditional Completion. (Consortium performance data is attached)
- Obtained and reported CTE Completer Data for seven Districts (218 students) to the Arkansas Department of Career Education (“ACE”) and provide completer certificates to be given out at graduation/awards assemblies to those students.
- Obtained and reported CTE placement data for seven districts to ACE.
- Assisted CTE instructors with the ACE Teacher Information System and On-line Student Competency Testing System.
- Assisted with Literacy Design Collaborative (LDC) at participating districts.

Perkins Activities for 2015-16

Macs for Parkers Chapel – An additional seven Mac computers were purchased for the business education lab at Parkers Chapel High School. This was a continuation of a project started during the 2014-15 school year. This project will allow them to be able to use the current Adobe software.

Mathematics & Engineering – A Recipe for Success – Smackover-Norphlet – Five VEX Robotic Kits and five Gateway Competition Upgrade Kits were purchased for the Gateway to Technology program at the Norphlet campus.

Advanced Technology for FACS – Taylor – Purchased an Ovation Serger to enhance the students’ construction skills and allow them to apply the principles and elements of design in their projects in the FACS classes at Taylor High School.

Technology in FACS – Bradley – Purchased 10 computers and one printer for the FACS Department at Bradley High School to give students the ability to do research on various topics such as child development, health and wellness issues, meal planning, financial plans and elements and principles of design.

New Technology in AG – Burn Table – Taylor High School – Purchased a Burn Table (CNC Table) with router and mount for the Taylor Agri Department. This will allow students to be exposed to some of the newest technology in the manufacturing field while gaining real world experience in manufacturing applications, teamwork and quality control. It will also allow them to produce products for sale that may benefit their student organization.

A Novel Approach of FACS – Bearden – Ten Kindle HD 10's, cases and eBooks were purchased for the FACS Department at Bearden High School to be used in conjunction with iBook novels written for teens. This activity blends reading into the FACS Curriculum by incorporating hands-on-activities that build FACS skills, stimulate discussion and encourage activity. The activities also include geometry and other mathematic skills as well as real life and classroom theory.

Professional Development – Perkins funds were used to pay registrations and accompanying travel costs for CTE teachers to attend various state and national organizational meetings and conferences throughout the year.

2014 PERFORMANCE GOALS

Source: Arkansas Department of Education

Performance Indicator	2009 - 10 Target IP*	2010 - 11 Target IP*	2011 - 12 Target IP*	2012 - 13 Target IP*	2013 - 14 Target IP*	2014 - 15 Target IP*	2015 - 16 Target IP*
Literacy	54.78 % Actual 53.06 %	64.48 % 58.79 %	68.47 % 68.29 %	73.28 % 69.15 %	75.51 % 70.66 %	76.00 % 66.09 %	76.50 % Yes
Geometry	55.94 % Actual 57.67 %	61.78 % 65.61 %	65.56 % 76.88 %	73.45 % 74.26 %	78.31 % 75.62 %	78.00 % 75.24 %	79.00 %
Skill Attainment	62.54 % Actual 58.64 %	64.32 % 83.70 %	64.32 % 82.42 %	70.00 % 79.28 %	76.00 % 79.04 %	78.00 % 77.19 %	75.00 %
School Completion	95.84 % Actual 95.98 %	93.47 % 95.67 %	93.47 % 98.59 %	93.47 % 95.56 %	96.00 % 97.27 %	96.00 % 99.13 %	96.50 %
High School Graduation	94.07 % Actual 95.48 %	85.00 % 94.71 %	85.00 % 97.18 %	85.00 % 93.17 %	85.00 % 97.27 %	90.00 % 99.13 %	91.00 %
Placement	95.09 % Actual 91.30 %	92.75 % 94.38 %	92.75 % 92.82 %	94.19 % 95.85 %	95.00 % 95.44 %	95.00 % 97.45 %	94.70 %
NonTraditional Participation	22.05 % Actual 24.90 %	23.07 % 25.60 %	25.26 % 29.50 %	25.61 % 29.81 %	26.00 % 33.33 %	28.00 % 26.43 %	28.50 %
NonTraditional Completion	23.90 % Actual 36.90 %	23.91 % 23.93 %	27.41 % 31.00 %	27.41 % 28.10 %	27.00 % 26.47 %	27.00 % 20.00 %	27.25 % Yes

* If I improve my performance and reach the target, I will be eligible for improvement in the following.

The performance of the 2016-17 will be reported in the 2016-17 yearbook.

Career and Technical Education 2014-15 Local Report

South Central Consortium

<div>GRAND TOTAL</div> <div>GENDER</div> <div>Male</div> <div>Female</div> <div>RACE/ETHNICITY</div> <div>American Indian</div> <div>Asian</div> <div>Black</div> <div>Hispanic</div> <div>White</div> <div>Hawaiian/Pacific Is.</div> <div>Two Or More Races</div> <div>SPECIAL POPULATION</div> <div>Ind. with Disabilities</div> <div>Econ. Disadv.</div> <div>LEP</div> <div>Migrant</div> <div>Nontraditional</div>	LITERACY			MATH		
	Numerator	Denominator	Percent	Numerator	Denominator	Percent
	152	230	66.09%	158	210	75.24%
	67	122	54.92%	81	109	74.31%
	85	108	78.70%	77	101	76.24%
	**	**	**	**	**	**
	28	62	45.16%	27	57	47.37%
	**	**	**	**	**	**
	120	163	73.62%	127	148	85.81%
	**	**	**			
65	112	58.04%	67	104	64.42%	
**	**	**	**	**	**	**
20	22	90.91%	19	22	86.36%	
GRADUATION			COMPLETION			
Numerator	Denominator	Percent	Numerator	Denominator	Percent	
229	231	99.13%	229	231	99.13%	
120	122	98.36%	120	122	98.36%	
109	109	100.00%	109	109	100.00%	
**	**	**	**	**	**	
60	62	96.77%	60	62	96.77%	
**	**	**	**	**	**	
164	164	100.00%	164	164	100.00%	
**	**	**	**	**	**	
111	113	98.23%	111	113	98.23%	
**	**	**	**	**	**	
22	100.00%	22	22	22	100.00%	

NOTE – To ensure data is not released which might identify individual students, groups with denominators of less than 10 are replaced with **.

Career and Technical Education 2014-15 Local Report

South Central Consortium

SKILL ATTAINMENT				PLACEMENT		
	Numerator	Denominator	Percent	Numerator	Denominator	Percent
GRAND TOTAL	176	228	77.19%	344	353	97.45%
GENDER						
Male	89	120	74.17%	146	149	97.99%
Female	87	108	80.56%	198	204	97.06%
RACE/ETHNICITY						
American Indian						
Asian	**	**	**	**	**	**
Black	41	61	67.21%	112	114	98.25%
Hispanic	**	**	**	**	**	**
White	132	162	81.48%	229	236	97.03%
Hawaiian/Pacific Is.						
Two Or More Races						
SPECIAL POPULATION						
Ind. with Disabilities	**	**	**	13	13	100.00%
Econ. Disadv.	77	110	70.00%	177	186	95.16%
LEP	**	**	**	**	**	**
Migrant						
Nontraditional	19	22	86.36%	63	64	98.44%

NT PARTICIPATION				NT COMPLETION		
	Numerator	Denominator	Percent	Numerator	Denominator	Percent
GRAND TOTAL	152	575	26.43%	22	110	20.00%
GENDER						
Male	9	386	2.33%	1	74	1.35%
Female	143	189	75.66%	21	36	58.33%
RACE/ETHNICITY						
American Indian	**	**	**			
Asian	**	**	**	**	**	**
Black	31	107	28.97%	3	27	11.11%
Hispanic	5	16	31.25%	**	**	**
White	114	443	25.73%	18	81	22.22%
Hawaiian/Pacific Is.						
Two Or More Races	**	**	**			
SPECIAL POPULATION						
Ind. with Disabilities	5	63	7.94%	**	**	**
Econ. Disadv.	72	286	25.17%	9	54	16.67%
LEP	**	**	**			
Migrant	**	**	**			

NOTE – To ensure data is not released which might identify individual students, groups with denominators of less than 10 are replaced with **.

Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

Funding Source: **Arkansas Department of Education Grant - ACT**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position
Cathi Swan, Superintendent	State Coordinator of Digital Learning
Mike Lar	Virtual Arkansas Director of Operations
Junior Stormes	Virtual Arkansas Director of Technology
John Ashworth	Virtual Arkansas Director of Academics
Lisa Russell, Gerard Newsom, Rachel Schell, Ashley Pruitt, & Alex Munn	Team Digital Members

Goal

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

Program Summary

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to

prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring, and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- Presented at TICAL on the Future of Blended Learning
- Held statewide school consultations on the planning and implementation of blended learning
- Trained over a 100 high school counselors around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on blended online learning
- Completed an educational cooperative promotional video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas marketing/promotional video for the essentials of computer science and computer programming
- Presented at the 3rd Annual Data Conference

Early Childhood Special Education

Funding Source: **Federal/State/Medicaid**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Karla Brian	Early Childhood Coordinator	MSE
Michelle Hafer	EC Special Education Teacher	BSE
Megan Sanders	EC Special Education Teacher	MSE
Betty Burchfield	EC Special Education Teacher	MSE
Sondra Powell	EC Special Education Teacher	BSE
Theressee Ball	EC Special Education Teacher	MA
Shawnya Everett	EC Special Education Teacher	BSE
Michele Jackson	Speech Language Pathologist	MS
Amanda Bonsall	Speech Language Pathologist	MA
Holly Hinton	Speech Language Pathologist	MS
Kaitlyn Seymour	Speech Language Pathology Assistant	BA
Anna Redford	Speech Language Pathology Assistant	BS
Candi Andrews	Medicaid Clerk	HS

Goal

It is the goal of the SCSC Early Childhood Special Education Program to address the needs of children with disabilities through speech therapy, occupational therapy, physical therapy, and teacher facilitated direct instruction to assist students in achieving their maximum potential.

Program Summary

The SCSC Early Childhood Special Education Program serves children with disabilities ages three through five. The program includes the following delivery options: preschool classroom, itinerant, and homebound. Students receive educational and related services designed to meet their unique needs. Services provided include: screening, diagnostic

services, specialized instruction, speech therapy/language development, and physical and occupational therapy. The number of children served on December 1, 2015, child count was 258.

Major Highlights of the Year

The SCSC Early Childhood Special Education Program was monitored by the Arkansas Department of Special Education during 2015. The results of the monitoring showed the SCSC's early childhood program to be in compliance in all areas. The early childhood staff added the use of BloomBoard in the staff evaluation process. The staff received training in implementing BloomBoard as well as a review of the TESS rubric and evaluation process. All licensed teachers and speech therapists were evaluated using the appropriate rubric in the BloomBoard platform. The early childhood staff also participated in the Hour of Code by working with their students using precoding activities with Beebot, a programmable robot.

The entire special education staff has participated in many Child Find activities including developmental, speech, vision, and hearing screenings for area preschools and the distribution of program information to medical facilities and outreach programs. The staff has performed or contracted developmental, speech, occupational therapy, and physical therapy assessments to determine eligibility for special education for three to five year-old students in the co-op service area. The 258 students found to be eligible were provided individualized special education services in accordance with IDEA guidelines. The SCSC's early childhood department has collaborated with regional early childhood programs to provide quality professional development for early childhood professionals. Examples of the trainings provided include Due Process and IDEA regulations and Sensory Processing and Self-Regulation.

Gifted and Talented

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Robin Cole	G/T Specialist	Master of Education

Goal

The goal of the SCSC Gifted and Talented (G/T) Specialist is to provide quality professional development for the G/T Coordinators and to develop professional development sessions and model lessons that will enhance the classroom experience of G/T students.

Program Summary

Assistance is provided to local school district administrators, to gifted and talented district coordinators, and to teachers through consulting and training services, which include meetings at the co-op, visits to schools, and staff development in-service training. Supervision is provided to assure that services to students are delivered, school records are accurate, and school G/T action plans are in compliance. The specialist serves as the liaison with ADE/OGTAP office and works closely with the state AGATE (Arkansans for Gifted and Talented Education) and AAGEA (Arkansas Association of Gifted Educational Administrators) organizations to develop public awareness and student programs. The specialist provided professional learning opportunities to support the delivery of G/T services during the year.

Major Highlights of the Year

The SCSC G/T Coordinator continued to work with G/T teachers to update the G/T Program Guide. G/T coordinators can use the guide as a resource for forms and how to meet the G/T standards. In addition, there was coordination with G/T specialists around the state to create scope and sequence documents for G/T.

The specialist assisted new G/T teaches in how to use the the new online system for G/T program approval applications and helped the individual G/T program reporting for those G/T coordinators who needed assistance. Each school district in the co-op received its G/T program approval from ADE. Resources, training and support were provided for G/T teachers in meeting the needs of secondary G/T students.

The G/T specialist also worked with new G/T-A/P coordinators on developing their school district's course audit pages, AP Test ordering, and the scoring of their TTCT.

The G/T specialist also served, along-side selected Aero Jet employees, as a judge in Camden Fairview's Project Lead the Way's rocket building team competitions.

The G/T specialist also served as Head Quiz Bowl Moderator for the Senior High Regional Quiz Bowl Competition hosted by Harmony Grove High School.

The G/T specialist, with the help of cooperative personnel, hosted four Quiz Bowl competitions. The cooperative hosted 3rd and 4th grade in January and 5th and 6th grade in February.

The G/T specialist updated new information about the programs in a quarterly newsletter that was published on the state G/T website at ADE, and was also linked through SCSC's G/T website.

The G/T specialist also worked in collaboration with the SCSC ABC Early Childhood Staff to produce eBooks for instructional purposes in the ABC pre-school classrooms.

The G/T specialist assisted Camden Fairview in hosting their AAIMS AP awards assembly for their students scoring a 3, 4, or 5 on one or more AP exams.

The G/T specialist assisted Lockheed Martin engineers and CF specialists with Family Math and Science Night.

The G/T specialist worked with SAU Tech to provide ACT and Compass test preparation.

Home Schooling

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☐

Non-Restricted ☐

Participating Districts

Bearden

Camden Fairview

El Dorado

Emerson-Taylor-Bradley

Fordyce

Hampton

Harmony Grove

Junction City

Magnolia

Parkers Chapel

Smackover-Norphlet

Strong-Huttig

Personnel

Name	Position	Degree
Terry Sullivan	Home School Contact	MSE - Henderson

Goal

SCSC acted as a liaison between local school district administrators, parents and/or guardians and the State Home School Office regarding information and technical assistance on laws and regulations governing home schools.

Program Summary

During the 2015-16 year, home school test administration was ceased by legislative order.

SCSC Literacy

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Anna Warriner	K-12 Literacy Specialist	Masters of Education
Deborah Curry	K-12 Literacy Specialist	Masters of Education

Goal

The goal of the SCSC Literacy Program is to work with all participating educational institutions to support the goals and priorities established by the Arkansas Department of Education, to provide leadership in literacy instruction to districts through implementation of a statewide professional development network, and to provide the following listed services to Arkansas schools. These services include on-site technical assistance, analysis of data, models of best practices, coaching of teachers and instructional facilitators, Arkansas/Common Core State Standards curriculum development, TESS support, professional development, and leadership.

Program Summary

The SCSC Literacy Program is funded through grants from the Reading Department of the Arkansas Department of Education. Legislative Act 44 of 1983, which established the need for an increase in student achievement scores, initiated the funding. It was then continued through Act 999 of 1999, the Arkansas Comprehensive Testing and Assessment Act, which established that in Arkansas, all in-service training should be geared toward teaching Arkansas/Common Core State Standards, and increasing student achievement in literacy.

Some of the professional development and projects we have worked on this year include:

Early Literacy Learning in Arkansas (ELLA)

ELLA was a two-year professional development designed to assist K-1 teachers and K-12 special education teachers. ELLA included structures built for teachers to increase their knowledge and skill level in the area of research-based, data-driven, and developmentally appropriate instructional practices. It provided educators with foundational knowledge of

the continuum of literacy learning systems development, and how to teach and support students along the continuum. This professional development was based on the Common Core State Standards and research findings provided by the National Reading Panel Report. It focused on using appropriate assessments to inform systematic, explicit instruction. The training also provided participants with routines and procedures for organization, management, and implementation of comprehensive literacy.

Literacy Design Collaborative (LDC)

LDC offered teachers, coaches, and district leaders an instructional system for developing students' literacy skills to prepare them for the demands of college and careers. LDC empowered teachers to build students' literacy skills and understanding of science, history, English, CTE, and other content through meaningful reading and writing assignments that are aligned to the Common Core State Standards (CCSS). Teachers built two four-week modules that encompassed their content standards and the CCSS. These modules used the backwards design model to allow students to reach their learning goals. Any content area teacher in 9th or 10th grade could participate; however, grade levels of participation have varied in our co-op area. Participants were provided with a total of six days of professional development, as well as at least six on-site support visits. LDC support visits were made to Magnolia High School and Magnolia Junior High School. Administrators were also provided support through webinars and on-site visits. The LDC support team for our area consisted of both K-12 literacy specialists, CTE coordinator, and SAU ERZ specialist. Through LDC, schools had the opportunity to collaborate with each other in professional learning communities and collaborate with the specialists.

Arkansas Response to Intervention Modules (RTI)

The literacy specialists co-presented the following RTI training modules along with other SCSC specialists.

- Module 1: Overview of RTI. This module introduced participants to the essential elements of RTI.
- Module 2: Leadership in RTI. This module explains the characteristics of leadership in an RTI framework and steps to implement the essential elements of RTI.
- Module 3: Multi-tiered System of Support for Literacy. This module explained the essential elements of a multi-tiered prevention system, including best instructional practices and intervention strategies at each tier.

Implementing a Comprehensive Literacy Framework (ICLF) Modules

- ICLF Module 1, Overview for Grades K-1, 2-3, and 4-5: This module identified the critical components of a comprehensive literacy system, focused on the unique instructional needs of the K-1, 2-3, and 4-5 learners as related to literacy acquisition, explored setting the context for learning through instructional approaches that meet the needs of the learners, and provided the purposes and types of literacy assessments that when used appropriately guide instruction decisions.
- ICLF Module 2, Phonics/Words Study for Grades K-1: This module focused on instructional approaches aimed at exploring the sound, pattern, and meaning

relationships among words in order to develop children's phonological awareness, decoding, spelling, and vocabulary.

- ICLF Module 2, Phonics/Word Study for Grades 2-3: This module focused on instructional approaches aimed at exploring the sound, pattern, and meaning relationships among words. Teachers learned strategies that will guide students towards making discoveries about how words work and how to generalize their understandings in order to read, spell, and write more efficiently.
- ICLF Module 2, Phonics/Word Study for Grades 4-5: This module focused on instructional approaches aimed at exploring the sound, pattern, and meaning relationships among words. Word origins and how many derive from the same Greek or Latin root was emphasized during the training. Teachers learned strategies that will guide students towards making discoveries about how words work and how to generalize their understandings in order to read, spell, and write more efficiently.
- ICLF Module 3, Oral Language for Grades K-1: This module focused on how vocabulary and oral language develops in young children as well as instructional approaches that engage children in developing vocabulary and oral language capabilities.
- ICLF Module 3, Reading Instruction for Grades 2-3: This module focused on the key principles of effective reading instruction within the reading workshop. This included understanding procedures and materials necessary for developing competent readers. Participants examined comprehension, fluency, and vocabulary utilizing the systems of strategic action for processing text.
- ICLF Module 3, Reading Instruction for Grades 4-5: This module focused on research-based reading instruction for whole group and small group to move students to independence. An emphasis in this PD was placed on implementing close reading instruction. This included strategies needed for comprehending and responding to complex texts across multiple genres.
- ICLF Module 4, Shared Reading for Grades K-1: This module focused on teacher instruction that will help students to develop concepts of print, vocabulary, oral language, word recognition, fluency, and comprehension strategies through repeated reading of shared texts. Educators were guided through the process of planning explicit instruction that will allow students to construct meaning while actively engaged in shared reading texts.
- ICLF Module 1, Overview for Grades 6-8: Designed specifically for Grades 6-8 English Language Arts (ELA) educators, this module identified the critical components of a comprehensive literacy system, focused on the unique instructional needs of the learner as related to literacy acquisition, explored setting the context for learning through instructional approaches that met the needs of the learner, and provided the purposes and types of literacy assessments that when used appropriately will guide instructional decisions.
- ICLF Module 2, Word Study: Orthography, Morphology, and Vocabulary Instruction for Grades 6-8: Designed specifically for Grades 6-8 ELA educators, this module focused on a systematic, engaging approach aimed at developing learners' understandings of how words work and developing vocabulary knowledge through speaking, reading, and writing. Students were guided towards making discoveries about word relationships and generalizing their understandings in order to read, spell, and write more efficiently.

Common Core Big Shifts

This past summer we offered the following workshops created by the Arkansas Department of Education to help provide support in the implementation of the Common Core State Standards (CCSS):

Informational Writing for Grades K-2: This professional development focused on building skills in reading and writing informational texts. Informative/explanatory writing conveys information accurately to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Informational Writing for Grades 3-5: This professional development opportunity provides grade-appropriate learning strategies to enable students to write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content from texts.

Argumentative Writing 6-12 provided participants with the background knowledge necessary to teach the components of argument based on the Common Core State Standards (CCSS). In this workshop, participants learned about the research that supports the strategies used to teach this type of writing. Some of these strategies included the use of ethos, pathos, and logos when crafting an effective argument. They were also introduced to terms that included claims, rebuttal, and refutation. Strategies and model lessons, as well, as written samples of argumentative papers were provided. Each participant received the text, Teaching Argument Writing by George Hillocks, Jr. In Literacy Argumentative writing, we focused on how to make effective arguments comparing and contrasting works of literature. There were a total of seven participants from four districts. In Social Studies Argumentative Writing, we focused on how to use primary and secondary sources to effectively construct an argument.

Disciplinary Literacy in Science for Grades 4-5: Designed for science teachers, this professional development opportunity focused on evidence-based strategies and techniques to support building discipline-specific reading, writing, and research skills in the science classroom. Participants 1) examined the effectiveness of literacy strategies and techniques in a science classroom, 2) established connections among NGSS, CCSS, and TESS, and 3) created instructional plans that included literacy techniques that supported student learning of science.

Disciplinary Literacy in Science for Grades 6-8: Designed for science teachers, this professional development opportunity focused on evidence-based strategies and techniques to support building discipline-specific reading, writing, and research skills in the science classroom. Participants examined the effectiveness of literacy strategies and techniques in a science classroom; established connections among NGSS, CCSS, and TESS; and created instructional plans that included literacy techniques that supported student learning of science.

Research 101: The Common Core State Standards emphasize students' engagement in both short and extended research in order to gain deeper understanding about the topics

they are investigating. 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. The instructional focus of this module was to support instructional practices that build student proficiency in a process for conducting research: developing and refining inquiry questions; finding, assessing, analyzing, and synthesizing multiple sources to answer those questions; and organizing and using evidence from those sources to explain understanding in ways that avoid plagiarism.

Other Professional Development Opportunities Offered:

This past year we offered the following workshops:

SCSC Guided Reading Next in Grades K-1: This workshop was designed to assist teachers who want to provide powerful reading instruction to the students in their classroom at each child's instructional level. Participants studied an approach for using precise assessment tools, detailed lesson plans, targeted reading strategies, and guided writing support to refine and energize their instructional delivery. The professional text, *The Next Step in Guided Reading* by Jan Richardson was provided to participants of this workshop.

SCSC Guided Reading Next in Grades 2-5: This workshop was designed to assist teachers who want to provide powerful reading instruction to the students in their classroom at each child's instructional level. Participants studied an approach for using precise assessment tools, detailed lesson plans, targeted reading strategies, and guided writing support to refine and energize their instructional delivery. The professional text, *The Next Step in Guided Reading* by Jan Richardson will be provided to participants of this workshop.

SCSC Multisensory Teaching of Basic Language Skills: This session introduced specific multisensory approaches that teachers can use to dramatically improve not only struggling students', but also all students' language skills and academic outcomes. Participants gained a better understanding of how to help students develop skills in key areas such as phonological awareness, letter knowledge, handwriting, phonics, fluency, spelling, comprehension, and composition by planning structured, explicit multisensory language lessons that incorporate two or more senses.

So Many Books, So Little Time: This workshop presented by Ken Stamatis, associate professor from Harding University, was designed to offer teachers a motivational selection of fiction and informational text for classroom instruction. 50 new books were presented as well as ways to use them in CCSS implementation, integrating units, motivating reluctant readers, character education, content area instruction and encouraging engaged recreational readers.

Dive into the Reading for Information Standards from CCSS: This workshop presented by Ken Stamatis, associate professor from Harding University, was designed to assist all teachers to develop a fuller understanding of the relationship between rigorous teaching of ELA and Content Areas. Current instructional research was presented as well as lots of specific strategies to use in creating impactful CCSS and PARCC aligned classrooms. The majority of the workshop time was spent in outlining ways to embed the teaching of

literacy and content literacy utilizing the Reading for Information standards from CCSS as learning tools and not teaching points, and the unique importance placed on them in the PARCC Practice Test Items. A rigorous classroom model of effectively developing and presenting instruction in English/Language Arts as well as in the areas of Science and Social Studies was presented. Learning how to unpack the Reading for Information standards from CCSS, implement their use in the classroom, how to assess in alignment with PARCC assessments, and how to embed this in all classrooms producing a powerful instructional model was addressed.

The Very Basics: School-Based Identification of Dyslexia in Arkansas

This seminar was designed for Arkansas Educators who are new to the process and procedures for the identification of students with dyslexia for the placement in dyslexia intervention programs. This seminar included: (1) A review of the current research-based definition of dyslexia; (2) A brief introduction to test instruments for a dyslexia identification test battery; (3) A definition-paradigm and profile for dyslexia identification; (4) The core principles of dyslexia identification including standards of measurement, data gathering, and review of early reading assessments and Response to Intervention (RtI) progress measurements; (5) Case studies that allow the participants to recognize the characteristic profiles of students with dyslexia and to make decisions regarding placement; and (6) Examples of definition-based teacher and parent questionnaires.

SCSC - Dyslexia Updates: I've Screened, Now What?: This training included an update on the public schools' responsibilities in meeting the requirements of Act 1294 and 1268 in grades K-12, an overview of the RtI process, assistance with interpreting the results of the universal screener, an explanation and examples of Level 1 screeners, a review of intervention resources, clarification regarding the funding of services, and the reporting of the results of the school districts' screening.

SCSC - Level II Dyslexia Screeners Training: In this training, participants learned how to administer four of the norm-referenced assessments that are a part of the Level II Dyslexia Evaluation Process. Participants learned how to score the assessments, interpret the data based on the standard scores, and apply the data as a component of the Level II dyslexia evaluation process in building a characteristics profile. The screeners focused on in this training were: CTOPP-2, WRMT-III, GORT-5, and TWS-4.

SCSC-ACT Aspire Updates: A literacy specialist co-presented this training along with other SCSC specialists. The session provided an overview of trainings offered to prepare schools for the upcoming ACT Aspire testing. We looked at all content areas, scaled scores, technology enhanced questions, time schedules, technology requirements, devices and exemplar items. A Question and Answer session followed.

SCSC Presents: 6+1 Traits of Writing for Grades K-12: Participants gained an understanding of how 6+1 Traits of Writing can enhance and improve their writing and reading instruction. They learned the value of using mentor texts to help students understand the qualities of writing. This training sharpened teachers' ability to provide strong and meaningful feedback to students when conferencing about their writing.

Literacy and Technology Integration:

Google and The Writing Process: This workshop helped participants learn how to use Google Docs with students in their classrooms as it relates to writing skills (such as drafts, revisions, and writing workshops). Participants had the opportunity to learn about the features of Google Docs as they role played as teachers and students. As part of this workshop, teachers were asked to complete a small homework assignment, and were provided with classroom support throughout the year. They also received a copy of Alice Keeler's Text, 50 Things to Do with Google in Your Classroom.

Flipping Your Classroom 101: This workshop taught educators the different methods to flip instruction in their classrooms. Participants were offered hands on practice, the resources needed to implement, and the opportunity to create a lesson during the workshop. Classroom based support was also available throughout the school year. This support will help with the integration of technology and content in the classroom. Participants were shown examples from ELA Flipped Classrooms and lessons.

Makerspaces in the English Language Arts Classroom: Participants learned how to turn the ELA classroom into a Makerspace that incorporates technology, art, science, engineering, and math, and how to integrate this into reading and writing. Participants learned how reading fiction and non-fiction texts could impact student creativity and reflection. This was a hands-on workshop that enabled teachers to work together and learn from one-another.

Write Like This! Online Book Study: This workshop was available for teachers in grades 4-12 of all content areas that use writing. Participants received a copy of Write Like This by Kelly Gallagher and were a part of a virtual book study. The bulk of the training was done virtually: through Google and Zoom online meetings. Participants learned how to use online tools such as Google Sites, Google Docs, and Zoom. Participants read and completed a total of nine Conversation Guides via Google Docs. In addition, participants were asked to participate in at least five to six Zoom virtual meetings, complete and submit a lesson plan based on ideas learned in the text, and teach the lesson in the Fall of 2016.

Major Highlights of the Year

School Support

Visiting schools to assist them with Professional Learning Communities, professional development, model lessons, and lesson planning was a top priority this year.

Professional Development Delivered

Throughout the summer and academic year, we have provided professional development to schools in our co-op area.

Sonday System Training - SCSC facilitated the following Orton-Gillingham based multisensory teaching methodology training opportunities by contracting with Winsor Learning, Incorporated:

- Sondag System, Let's Play Learn Training: This training offered hands-on use of the materials, and practical strategies used with struggling students who are functioning at a preschool through kindergarten reading level as well as multi-sensory teaching strategies for whole group instruction. Focus was on Active Listening, Phonological Awareness (rhyme, onset sounds, closure), Vocabulary, Alphabet, Shapes, Colors, Patterns, Numbers and Counting, Prewriting and Printing, Picture and Listening Comprehension, Rapid Naming, Letter Names and Sounds.
- Sondag System 1 Installation Training: This training offered hands-on use of the materials, and practical strategies used with struggling students who are functioning at a first through second grade reading level as well as multi-sensory teaching strategies for whole group instruction. Focus was on the 5 Essential Reading Components - Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension Instruction and the Orton-Gillingham 10 Effective Teaching Practices.
- Sondag System 2: This training builds on the Orton-Gillingham based multisensory teaching methodology introduced in Sondag System 1. Participants were provided an overview of syllable types, syllable division, prefixes, suffixes with governing rules, roots, contractions, non-phonetic words, vocabulary and comprehension. This training also offered hands-on use of the Sondag System 2 materials, and practical strategies to use with struggling students who are functioning at a third through eighth grade reading level (regardless of grade placement).
- Sondag System 1, Coaching for Fidelity: This was a follow-up session designed specifically for the interventionists that were initially trained at SCSC during the summer of 2015. Each Sondag System interventionist/participant was observed and offered feedback. This unique learning situation offered a valuable opportunity for each participant to grow in their ability to provide Sondag System lessons with fidelity.

Arkansas Association for Supervision and Curriculum Development (AASCD) Fall Conference: Literacy specialists attended this conference that focused on RTI. Judy Elliott, from the RTI Action Network, shared her ideas for middle and high school RTI processes.

International Dyslexia Conference: A literacy specialist attended IDA's Annual International Conference and had the opportunity to learn from expert professionals and researchers in the areas of Dyslexia, Dysgraphia, Response to Intervention, Literacy, Critical Reading, Vocabulary, Spelling, Language Disorders and much more.

Arkansas Reading Association (ARA) Conference: A literacy specialist attended the Arkansas Reading Association Conference and attended sessions dedicated to promoting reading and developing literacy.

Arkansas Association of Curriculum and Instructional Administrators (AACIA) Conference: A literacy specialist attended this conference and had the opportunity to hear Mike Mattos speak regarding, "Building Systems of Support for Struggling Learners." Faculty members from other school districts across the state also shared the RTI systems and processes utilized in their districts.

Arkansas Department of Education (ADE) Dyslexia Conference: One of the literacy specialists attended and presented at this conference. Informational sessions and key note

speakers focused on the identification of the characteristics of dyslexia, assessments to guide instruction, and instructional strategies.

Certified Academic Language Therapist (CALT) Training: A literacy specialist began a two-year training course in the Shelton Academic Reading Approach (SARA) which is an IMSLEC and IDA accredited course utilizing structured, multi-sensory language instruction based on the Alphabetic Phonics approach for teaching reading, handwriting, spelling, comprehension, and written expression for students with specific language disabilities, such as dyslexia and related disorders. Upon completion of the course and the associated practicum, the specialist will be eligible to sit for the Alliance National Registration Examination and gain national certification through the Academic Language Association (ALTA).

Professional Development Support for Southern Arkansas University (SAU): A literacy specialist provided dyslexia awareness professional development for the students enrolled in the Teaching Reading course. A literacy specialist provided two sessions to assist in preparing SAU students to take the PRAXIS Core Reading and Writing Exams.

K-12 Mathematics

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Leah K. Stinnett	K-12 Mathematics Specialist	Master of Education in Math & Science

Goal

The goal of the South Central Service Cooperative Mathematics Instructional Specialist Program is to assist all participating education institutions in meeting the goals of state standards established by the Arkansas Department of Education by promoting and supporting effective, research-based mathematics practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administrators, instructional interventionist, and parents in the areas of curriculum, instruction, and assessment. The goal of this program is to improve the quality of student education by supporting individual educators in their efforts to continually grow

and learn. The final outcome should be improved student achievement that supports college and career readiness goals.

As teachers continually implement Common Core State Standards (“CCSS”) and encounter the Teacher Excellence Support System (“TESS”), they have been required to make monumental changes in pedagogy. The South Central Service Cooperative mathematics program seeks to support growth and positive change that will empower teachers, and as a consequence, students of our cooperative area to be successful.

Program Summary

SCSC, in partnership with the Arkansas Department of Education Mathematics Program for grades K-12, was established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning opportunities, model lessons, lesson study, teacher observation, and technical assistance to improve the teaching and learning of mathematics through increased content understanding and improved instructional practices across the curriculum. Professional learning opportunities for 2015-2016 include:

Curriculum Alignment

The focus of this opportunity is to align the local curriculum with the state curriculum documents by creating detailed curriculum maps, pacing guides, and lesson plans that include classroom assessments that are aligned with the state framework. The intent is to instill preparedness while using formative assessment techniques to continually assess the needs of students and alter future instruction based on those needs. The Math Specialist worked with teachers on creating and presenting lessons in K-12 classrooms that addressed the existing curriculum. Flexibility, in an effort to diagnose and address student misconceptions and gaps in learning, is an imperative part of this process. Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis in mathematics as well as within districts. The program mathematics specialist (MS) worked with the instructional facilitators for individual districts to create curriculum for their individual needs. The curriculum was anchored in Common Core State Standards and the correlating frameworks developed by the Arkansas Department of Education. While we advocate planning, student-centered teaching is the goal. The MS advocates the approach of Sweeney, Knight, and Barclay with Instructional Facilitators. This approach keeps student thinking at the forefront of minute-to-minute and day-to-day teaching.

Data-Disaggregation and Analysis

This opportunity promotes and helps with the development of a comprehensive understanding of test data. Teachers look at the school-level data as well as their classroom and student data. We focus on modeling and supporting data based decision making at every level. Analyzing and planning next steps, including interventions for students and continual modification of lessons, are addressed. SCSC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test score indicate a gap in the curriculum or an issue regarding instructional strategies. Our goal has been to find the gaps in instruction or curriculum and support the districts in bridging those gaps.

Supporting school's efforts to implement a Response to Intervention ("RtI") plan is based on this data gathering and analysis. To this end, SCSC MS and Taylor Elementary School District have developed Universal Math Screeners for grades K-8. Those screeners include a beginning of year, middle of year, and end of year screener to determine if students are at the appropriate mathematical level to be capable of moving forward in their understanding.

Mathematics Design Collaborative (MDC)

This professional development, as developed through a partnership between area schools, SCSC, and ADE has been implemented in several of our cooperating schools. MDC gives teachers resources and tools to implement Common Core State Standards (CCSS) while allowing them flexibility to select topics and adapt assignments to specific instructional plans. MDC helps teachers embed the math standards into instruction and engage students in assignments that address mathematical understanding. SCSC has three school districts that participated in the training during 2015-2016.

MDC professional development consists of an initial three-day training in the summer months and is sustained with four follow-up training days during the fall and spring. MDC trainers visit participating teachers' classrooms four to six times during the school year to present or observe MDC in practice. These visits consist of a de-brief meeting which includes MDC trainers, the participating teacher, and the administrator supporting MDC. The MDC site-visit process includes a rubric, which allows objective analysis of the effectiveness of the formative assessment lessons ("FAL") presented. For the first time, this year, SCSC and Magnolia Junior High School conducted a classroom embedded MDC follow-up day. Teachers from three area schools attended.

MDC uses FAL and tasks to engage students in a productive struggle that builds fluency with their procedural skills, and deepens mathematical reasoning and understanding. Students participate in both individual and group learning as teachers use FALs and questions to check for student's math understanding and correct common misunderstanding. Teachers use questioning techniques to support students in developing a deeper understanding of mathematical concepts. MDC includes mathematical practices as well as mathematical concepts in every professional development, every FAL, and every task.

Formative assessment as a means to drive instruction has been a pivotal part of the professional development experience at SCSC. Dylan Wiliam's, *Inside The Black Box* and other resources from his website www.dylanwiliam.org, is one source of supportive information regarding formative assessment and it's powerful role in changing instruction. MDC includes *Five "Key Strategies" for Effective Formative Assessment* as published through NCTM and written by Dylan Wiliam.

General School-site Support

The goal of this program is to support classroom teachers in their efforts to meet the changing requirements of the classroom with model lessons through direct modeling, observations of lessons, or co-teaching lessons. This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson, as well as, meeting after the lesson to discuss and reflect for the purpose of growth and positive change in instruction for the benefit of students.

Of the 12 districts that SCSC serves, six of the districts have utilized this feature of our program. Lessons have been delivered in both elementary and secondary classrooms. It is not irregular for the school-site lessons to be multiple lessons during the course of the day. These lessons may be in cooperation with a single teacher or multiple teachers over the course of the day.

Part of our service is to provide on-site training for school districts. On-site support may occur at the request of building administrators, classroom teachers, or instructional facilitators. The intent is to form partnerships that benefit both the teacher and his or her students. This training could take the form of conducting/participating in meetings of various types or providing professional development. This service has been provided to six of our participating school districts.

Cognitively Guided Instruction (CGI) Year 1 & Year 2

In CGI, teachers explore a framework for how elementary school children learn concepts of numbers, operations, and early algebra.

Teachers also learn how to use this framework to guide their mathematics instruction. They will learn to analyze story problems and number sentences to determine their mathematical demands and to recognize student responses in terms of cognitive development, assess student thinking and design problems that will develop their understanding of concepts and skills.

SCSC Student-Centered Math for Grades K-3 and 4-6

The focus of this professional development is making curricular decisions based on student thinking. Formative assessment of your students as a day-to-day tool is the key to differentiation and intervention. Moving students from where they are as a learner closer to where they should be or beyond, based on their own thinking, is the goal of the student-centered teacher.

SCSC Student-Centered Math for Grades 7-9 and 10-12

This professional development models formative assessment in the classroom. As part of formative assessment, the professional development uses student thinking to inform instructional strategies and teacher moves.

SCSC Creating Engaging K-3 and 4-6 Math Classrooms

When students are engaged in the learning, the proves of teaching becomes less of a struggle for the teacher and student alike. Students who are interested in learning rather than simply complying is the goal of every teacher. This professional development officers some tools that will assist teachers in attaining that goal of high student engagement.

SCSC Using Google Forms to Give Math Screeners

Schools that are using the math screeners developed by SCSC in the fall will need to attend this action packed session on how to facilitate the screeners, grade using Flubaroo and most importantly use the date to drive your RtI Groups.

SCSC Examining Changes to CCSS and New Arkansas's Mathematics Standards

Thomas Coy leads us through a guided discussion and work session related to the changes in the CCSS as they become the Arkansas Mathematics Standards. This session will include a presentation from the ADE, guided questions to frame how schools can plan to implement, and collaborative time for educators to discuss the best way to address the changes that need to be implemented.

Major Highlights of the Year

Teachers have requested a great deal of support during this year to understand and implement CCSS at the secondary level. The mathematics program has addressed multiple issues to support changes in pedagogy required to successfully implement CCSS. These changes were addressed primarily through providing professional development to meet the demands of CCSS classrooms and school-site visits to support teachers implementing CCSS.

The math specialist from SCSC presented *Developing Integer Concepts of Multiplication and Division with Deeper Meaning* at the Arkansas Curriculum Conference. This is an annual event sponsored by professional educational entities (e.g., ACTM, AAML, etc.).

Response to Intervention (RtI) has been a strengthened effort of our area schools this year. SCSC has supported RtI with the development of K-8 Math Screeners and strengthening core instruction has been a major focus this year. The strengthening of core instruction includes supporting differentiation, formative assessment, and increasing student engagement.

The MS from SCSC worked with a committee of math specialists to develop formative assessment lessons for secondary content that has not traditionally been addressed through programs such as MDC and other professional development.

Media Center Program

Funding Source: **SCSC/LEA/ECHSPED**

Competitive Grant: **No**

Restricted ☐ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Traci Hargiss	Media Secretary	HS

Goal

The goal of the SCSC Media Center is to provide a wide variety of up-to-date multimedia, professional materials, and equipment for administrators, teachers, students, and staff along with an effective and efficient delivery system to each member school.

Program Summary

The SCSC Media Center provides multimedia, professional materials, and equipment that can be requested by participating member districts and makes deliveries and pick-ups as needed. A complete listing of available resources is listed at the cooperative website where teachers may place requests on-line using a Google form. In addition, the media center supports the Traveler Project funded by the Arkansas State Library and provides information and workshops on resources.

Major Highlights of the Year

The SCSC Media Center has gone through many more changes this year. This year we reduced the inventory of VHS tapes and DVDs again. This was due to the lack of request of this outdated type of media. Media checkouts have increased significantly in the last year. This increase is due to creating an online checkout system using a Google form. Teachers can access the checkout system from the cooperative website. In addition, as schools have requested new book sets we have purchased these, as funds are made available. Lastly, we have seen an increase in the number of FOSS kits being checked out which is due to summer professional development on how to use the kits and how they relate to the new K-4 Science Standards.

Math, Science, and Technology Consortium
Funding Source: **LEAs in the Consortium**
Competitive Grant: **No**

Restricted ☐ Non-Restricted ☒

Participating Districts

El Dorado
Hampton
Strong-Huttig

Emerson-Taylor-Bradley
Harmony Grove

Fordyce
Parkers Chapel

Personnel

Name	Position	Degree
Karen Kay McMahan	Teacher Center Coordinator	Masters + 60
JoAnn Womack	Technology Coordinator	BSE
Anna Warriner	Literacy Specialist	Masters
Christa Marsh	Private Science Consultant, SAU	Masters
Leah Stinnett	Math Specialist	Masters
Harry Dickens	Private Consultant, Corwin Press	Masters
Tonia McMillian	Technology Coordinator, Dawson Cooperative	Masters

Goal

The goal of the SCSC Math/Science/Technology (MST) Consortium is to provide specific training in K-12 curriculum and instruction, to incorporate an integrated approach into mathematics and science instruction, to provide training in differentiating instructional methods, to learn to effectively integrate technology to support instruction, to create content that supports the Arkansas Mathematics Frameworks, the NGSS, the ACT Aspire, and to also address the individual needs of member districts.

Program Summary

From 1985-2016, SCSC has administered the Dwight D. Eisenhower Math/Science Professional Development Consortium (now entitled Math/Science/Technology Consortium or MST Consortium) for its member schools. This consortium provides funding to support in-service training and retraining of teachers in grades K-12. The emphasis of that training is in the areas of technology, mathematics, and science.

Major Highlights of the Year

With this consortium, the co-op has provided various types of training for teachers and administrators. Demonstration lessons in PreK-12 classrooms, Saturday and summer workshops, and intensive, continuous progress trainings, and the Instructional Technology Integrationists three-year training project are some of the ways that these funds have been utilized. The training is long-term and is designed toward continuous improvement.

A major goal of this MST Consortium was to develop Instructional Technology Integrationists (ITIs) for area schools. During Year 3 of this three-year training program participants again received four days of training from lead consultants, Tonia McMillian and Harry Dickens. Participants also received Invent to Learn training from Sylvia Martinez and Dr. Gary Stager. This training had the design and implementation of makerspaces as its primary focus.

Participants received training that focused on the integration of technology into area classrooms. Participants (ITIs) received instruction with a focus on TESS and Charlotte

Danielson's Enhancing Professional Practice: A Framework for Teaching. Participants correlated lesson planning, technology integration, and assessment. Participants were encouraged to attend the TICAL conference in Little Rock. This conference had a strong focus on makerspaces in the classroom.

Districts that belong to this consortium were able to send teachers for no additional registration fee to workshops throughout the summer that addressed science, mathematics, and technology, etc.

School Health Systems

Funding Source: **Arkansas Injury Prevention**

Competitive Grant: **No**

Restricted ☒ Non-Restricted ☐

Participating Districts

Bearden	Fordyce	Magnolia
Camden Fairview	Hampton	Parkers Chapel
El Dorado	Harmony Grove	Smackover-Norphlet
Emerson-Taylor-Bradley	Junction City	Strong-Huttig

Personnel

Name	Position	Degree
Rhonda McDonald	Community Health Nurse Specialist	R.N., B.S.N.
Melissa Kuhn Shatley	Community Health Promotion Specialist	B.A.E.

Goal

The goal of the Community Health Nurse Specialist (CHNS) and Community Health Promotion Specialist (CHPS) is to provide schools and communities with assistance and resources that will improve the health of students as well as the community as a whole in Arkansas. The CHNS's primary focus is on the school nurse and the CHPS's primary focus is on wellness committees. We strive to provide technical assistance to school staff as well as the community as a whole.

Program Summary

The CHNS and CHPS are employees of the Arkansas Department of Health ("ADH") but are housed at SCSC. The CHNS and CHPS are under the direction of ADH and adhere to the policies and procedures of ADH. However, they are under the supervision of the director of SCSC for ADH. The co-op provides administrative support and housing.

The CHNS and CHPS works with schools, wellness committees, day cares, community coalitions, health care providers, and local health unit administrators in the counties the co-op services to improve the health of the community.

Activities of the CHNS and CHPS related to the school setting include advocating for implementation of tobacco-free policies, best practices for tobacco prevention education, and best practices for promoting and implementing policies and programs for nutrition, physical activity, and emerging public health issues in the school-age child. They provide education, technical assistance and staff development for school staff and will continue education for school nurses and wellness committees on health issues such as the consequences of tobacco, injury prevention (intentional and unintentional), oral health, infant mortality, physical activity and nutrition. Currently, the CHNS is a CPR instructor, and she trains school staff, nurses, and community members in American Heart Association's CPR and First Aid training programs.

The CHNS and CHPS assist schools in implementation of laws that affect the health and wellness in the school setting. The CHPS offers assistance to schools on developing and maintaining wellness committees as required by Act 1220. The CHNS offers assistance with new tobacco laws, new or changing rules and regulations (i.e., kindergarten physical, immunizations, etc.) and trains school nurses on all mandatory screenings (Hearing, Vision, BMI, & Scoliosis).

Under the ADH, CHNS's are able to offer free CNE on certain workshops to school nurses to maintain their professional license. CHNS's survey nurses and school staff to offer training and workshops that meet the needs of school health.

CHNS and CHPS offer programs and presentations to the students on school campuses in an assembly setting or in the classroom. They are available as presenters themselves or can provide presenters to meet the schools' needs. The SCSC CHNS and CHPS presented several STD and Teen Pregnancy presentations to students 6-12 grades in schools around the SW Region. The SCSC CHNS and CHPS has planned and will facilitate, and/or will present at several workshops this summer for school staff, wellness committees, and nurses both at SCSC and at other co-ops in the SW Region.

Southwest CHNSs (Dawson, DeQueen/Mena, South Central, and Southwest Co-Op CHNSs) work closely together to meet the needs of SW Arkansas. CHNSs and CHPS provide regional training to provide a level of consistency throughout the SW Region and cross borders to assist in other school districts to meet the needs of the schools.

Activities of the CHNS and CHPS related to the community setting include health fairs to promote health and wellness to the communities. Health fairs may be on the school campus, in the community, or at a local job site. Health presentations are offered to community clubs (i.e., Lions Club, Rotary Club, minority clubs, etc.), worksites, and for anyone else who request these presentations. Here is a list of a few examples of presentations the SCSC CHNS and CHPS can present in the community:

- CPR
- First Aid
- Stroke
- Cardiovascular Health
- Flu

- Sun Safety
- Child Maltreatment
- STD
- Suicide
- Wellness 101

They attend several statewide meetings and trainings to stay abreast of school health topics and issues. They collaborate at the state, regional, and local levels to provide continuity between the Arkansas Department of Education and the Arkansas Department of Health for the health of our students. They also work closely with Arkansas Children's Hospital, local hospitals, Arkansas Center for Health Improvement (ACHI), State Injury Prevention, Arkansas Cancer Association, Arkansas Prevention Resource, and State and local police. The SCSC CHNS and CHPS are members of five county health coalitions. They attended the State Injury Prevention meetings, state CHNS/CHPS meeting, and other regional and local meetings. Partnering with local health unit administrators, they strive to meet the health needs of the community.

Major Highlights of the Year

The major highlights of the year included providing mandatory screening (Vision, Hearing, Scoliosis, BMI) and other health related trainings to assist the school nurses in their specific job duties, collaborating with the schools and ADH to offer and administer flu shots on the school campuses and at SCSC for employees, providing technical assistance to all South Central school nurses, school staff, wellness chairs and communities. In the 2015-2016 school year, CHNS/CHPS for SCSC provided CPR Instructor training, underage drinking, drug use, tobacco use, and STD/STI/Teen Pregnancy, asthmas, School Health Index (SHI), wellness committee 101, CPR for Seniors, nutrition, CPR Instructor Class, ASIST (2-day suicide intervention training), presentation was presented to school districts by request. The CHNS continue to provide CNE's and professional development for school staff. CHPS worked with several school districts to assist wellness committees to form or to improve to meet state standards.

Teacher Center Professional Development, Curriculum Support, Resources

Funding Source: **Base Funding**

Competitive Grant: **No**

Restricted ☐ Non-Restricted ☒

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Fordyce
Hampton
Harmony Grove
Junction City

Magnolia
Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
Karen Kay McMahan	Teacher Center Coordinator	Masters + 60
Natasha Avant	Secretary	HS
Traci Hargiss	Secretary	HS

Goal

The teacher center coordinator's (TCC) office has the responsibility of looking at the "Big Picture" of K-12 professional development that supports and enhances school improvement for all 12 school districts within our cooperative region. The 2015-16 school year began with the instructional specialists working with the office of the teacher center coordinator to learn how to use the Student GPS system and ADE Data System to locate and disaggregate the data of the 12 school districts and all the schools within the districts. From these projects, our specialists have a better picture to support our schools. These data systems will be pursued in the next year to track data to show an impact of our work on student achievement. Each specialist collected data in regards to their individual Professional Growth Plan as we implemented the BloomBoard platform to our TESS/LEADS evaluation. In addition, the office spent 2015-16 responding to the needs of schools in the areas of curriculum, instruction, and assessment. A list of workshops provided during the year is included in this annual report.

One of the main focus areas for this school year was continuing training in the Teacher Excellence Support System (TESS) and using BloomBoard to complete the evaluation process. The cooperative provided this training for teachers, counselors, librarians, principals, specialty administrators, and superintendents. Cohort study groups were continued to provide support for administrators needing extra support in passing the TESS proficiency exam. Training will continue in the summer and throughout the upcoming school year with sessions provided to learn more about the uploading of artifacts, tagging artifacts to support the evidence rating and better construction of writing PGP goals. In addition, work was centered around the BloomBoard Marketplace as a resource to support PGP goals and needs within the school.

Program Summary

Professional development opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of law regarding the required 36 hours to renew an educator's license of which 18 hours are required to support the educator's Professional Growth Plan. Professional development is designed to meeting the needs of schools based upon needs assessment survey results, SAI data, and CWT data from the 12 districts served. The TCC has the primary responsibility for reviewing, along with the SCSC Teacher Center Committee, SCSC Professional Development Committee, superintendent visits, and principal groups, the data sets from the districts in planning PD to meet the major needs of the districts.

Major Highlights of the Year

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance.

Capacity building continued with instructional facilitator updates for math, science, literacy and social studies. Several update trainings were provided. In the coming year these curriculum groups will work in content areas to unpack the new standards.

Each year an administrator's conference is held at DeGray Lodge in Bismark. Superintendents, principals, and assistant principals are invited to submit ideas for the agenda. Topics for presentation included: Fair Teacher Dismissal and TESS, Calibrating a Culture of High Performing Groups, How to Use Instructional Facilitators for Student Achievement, and an Overview of the ACT Aspire Test.

SCSC literacy, math, science, Career and Technical Education (CTE), Education Renewal Zone (ERZ) personnel, and SAU STEM math and science specialists were involved in the Literacy and Math Design Collaborative (LDC & MDC) this year. Only one school district in our region chose to be a part of this extensive training for literacy. Three school districts were involved in math. LDC/MDC provides training to meet the required level of rigor and relevance required in true CCSS instruction. Multiple group visits occurred throughout the year as the specialists supported the work of developing modules. This year both math and literacy training for LDC & MDC will experiment with a blended model. This model should help to increase participation because teachers will not be required to be out of their classrooms as much as before.

The staff members of the professional development team at SCSC will continue to support school improvement efforts through training in the new standards for math, literacy, science, and computer science, as well as the new testing with ACT Aspire. In addition, training such as Cognitive Guided Instruction II, classroom management, high yield instruction strategies, instructional technology, TESS, and Leadership Quest will be provided. These trainings will be the focus of our summer trainings and will continue throughout the coming school year.

K-12 Science Specialist

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒

Non-Restricted ☐

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Fordyce
Hampton
Harmony Grove
Junction City

Magnolia
Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
Renee' Bearden	K-12 Science Specialist	Masters

Goal

The goal of the South Central Service Cooperative (SCSC) Science Instructional Specialist Program is to assist all participating education institutions in meeting the goals and state standards established by the Arkansas Department of Education (ADE) by promoting and supporting effective, research based science and engineering practices for all students by providing opportunities and technical assistance to teachers, instructional facilitators, curriculum specialists, administration, instructional interventionists, and parents in the areas of curriculum, instruction, and assessment. The goal of this program is to improve the quality of student education by supporting individual educators in their efforts to continually grow and learn. The final outcome should be improved student achievement that supports college and career readiness goals.

As the teachers begin to implement the new K-12 Arkansas Science Standards and encounter the Teacher Excellence Support System (TESS), they have been required to make monumental changes in pedagogy. The SCSC science program seeks to support growth and positive change that will empower teachers, and as a consequence, students of our cooperative area to be successful. The goal of the science specialist is to inspire teachers to engage students in science and engineering practice as they use their developing understanding of disciplinary core ideas and crosscutting concepts to make sense of real-world phenomena or solve problems. The specialist, in collaboration with the SAU STEM Center, acts as liaison between the state and the school districts in implementation of the new Arkansas K-12 Science Standards.

Program Summary

SCSC, in partnership with the ADE Science Program for grade K-12, was established by Act 1392 of 1999 for the improvement of science instruction throughout Arkansas. Assistance is provided to schools through professional learning opportunities, model lessons, lesson study, teacher observation, and technical assistance to improve the teaching and learning of science and engineering practices through increased content understanding and improved instructional practices across the curriculum. Professional development for 2015-2016 include:

Curriculum Alignment: The focus of this opportunity is to align the local curriculum with the state curriculum documents by creating detailed curriculum maps, pacing guides, and

lesson plans that include classroom assessments that are aligned with the the state framework. The science specialist worked with teachers on creating and presenting lessons in classroom K-12 that addressed the need to align to the new Arkansas K-12 Science Standards. Flexibility in an effort to diagnose and address student misconceptions and gaps in learning is an imperative part of this process. Curriculum development, alignment, and articulation have been a focus of small groups of educators from various districts with an emphasis in science as well as within districts.

Data-Disaggregation & Analysis: This opportunity promotes and helps develop a comprehensive understanding of test data. Teachers look at the school level data as well as their classroom and student data. We focus on modeling and supporting data-based decision making at every level. Analyzing and planning next steps, including interventions for students and continual modification of lessons are addressed. SCSC has implemented an instructional analysis tool to further analyze test data for districts to determine whether low-test scores indicate a gap in the curriculum or an issue regarding instructional strategies. The program Science specialist, in conjunction with the TCC, has given assistance to school districts regarding their formative, interim, and summative assessment data. Our goal has been to find the gaps in instruction or curriculum, and support districts in bridging those gaps.

Imagine That: Makerspaces (K-12): This is an exploration into what makerspaces are and what might be included in a makerspace. We will share various devices, instructional materials, websites, and curricular supports for a makerspace. There will be hands-on-time to work with the devices and materials. Makerspaces are a perfect opportunity to form partnerships with Science, Technology, Engineering, Art, & Math (STEM).

Science: Time for Change: Gather, Reason, and Communicate (K-4): Educators will engage in a grade specific lesson(s) to make sense of science phenomena. Educators will experience a lesson being modeled in a three dimensional format using science and engineering practices, crosscutting concepts and disciplinary core ideas, while engaging in gathering, reasoning, and communicating.

GPS-Grasping Phenomenal Science for Grades K-12: Navigating from Standards to Instruction: This professional learning opportunity was developed in collaboration with our science specialist and science specialist across the state. Educators will engage in grade-specific lessons to make sense of science phenomena and reflect on instructional strategies designed to engage students in science instruction consistent with the new Arkansas K-12 Science Standards.

Reading the K-12 Arkansas Science Standards 101 & 5E Lesson Template: Educators will become familiar with the new Arkansas K-12 Science Standards. Participants will gain a better understanding of a 5E lesson template and how to integrate gathering, reasoning, and communicating as an avenue for discovery. Online resources will be investigated.

General School-Site Support: The goal of this program is to support classroom teachers in their efforts to meet the changing requirements of the classroom with model lessons through direct modeling, observations of lessons, or co-teaching lessons. This practice is reflective in nature, which requires meeting for planning purposes in advance of the lesson,

as well as, meeting after the lesson to discuss and reflect for the purposes of growth and positive change in instruction for the benefit of students.

Of the 12 districts that SCSC serves, 11 of the districts have utilized this feature of our program. Lessons have been delivered in both elementary and secondary classrooms. During the school year, the science specialist participated in approximately one hundred and eighty-one classroom lessons. It is not irregular for the school-site lessons to be multiple lessons during the course of the day. These lessons may be in cooperation with a single teacher or multiple teachers.

Part of our service is to provide on-site training for school districts. This training could take the form of conducting/participating in meetings of various types or providing professional development. During this school term, the science specialist participated in approximately five district on-site trainings.

Major Highlights of the Year

Teachers have requested a great deal of support during this year to understand and implement the new Arkansas K-12 Science Standards. The science program has addressed multiple issues to support changes in pedagogy required to successfully implement these standards. These changes were addressed primarily through providing professional development to meet the demands of the new state Science standards in classrooms and with school-site visits to support teachers in implementing the new Arkansas K-12 State Standards.

The science specialist was one of the committee members to help plan and implement the ADE Middle School Summer Professional Development at a crucial time for shifts in science instruction and implementation of the new science standards.

The SCSC science specialist collaborated with the science specialist at Southwest Arkansas Education Cooperative, Dawson Educational Cooperative and Southern Arkansas University STEM Center to provide conference style ADE Summer Professional Development, as well as, have stand alone ADE Summer PD here at SCSC.

SCSC specialists were allowed to participate in BloomBoard, which is an opportunity for teams to build capacity as a collaborative workgroup by developing professional learning plans, and by aligning personalized resources and supports to ensure professional growth. Schools and districts participate in BloomBoard as well. Having the specialists participate allows them to be a support to the schools to meet their TESS domain requirements.

Technology Training Center

Funding Source: **Arkansas Department of Education**

Competitive Grant: **No**

Restricted ☒

Non-Restricted ☐

Participating Districts

Bearden
Camden Fairview
El Dorado
Emerson-Taylor-Bradley

Fordyce
Hampton
Harmony Grove
Junction City

Magnolia
Parkers Chapel
Smackover-Norphlet
Strong-Huttig

Personnel

Name	Position	Degree
JoAnn Womack	Technology Coordinator	BSE
Tristan Jermany	Part-time Network Engineer, ISO	MBA

Goal

The goal of the SCSC Technology team is to work with all participating school districts to provide access to tools and materials related to implementation of the Arkansas K-12 Standards and ADE initiatives, to increase the impact of teaching and learning related to the integration of technology, and to deliver relevant and timely professional development.

Program Summary

The SCSC Technology Training Center maintains the local area network (LAN), which provides reliable network connectivity to all SCSC staff and presenters. The technology coordinator assists employees with technology hardware and software purchases and provides training as needed. The technology department maintains the cooperative website, the computer lab, the mobile labs, the cart of iPads, and the presentation equipment in each conference room, as well as providing assistance to presenters.

The technology coordinator provides support to our member districts, which includes: modeling technology integrated lessons to local teachers and students, providing technical assistance and consultation on hardware and software, providing professional development opportunities, and providing support for the Arkansas K-12 Standards and the ACT Aspire assessments.

The technology coordinator works closely with the Arkansas Department of Education (ADE), the Department of Information Services (DIS), the Arkansas Public School Computer Network (APSCN), and the other Arkansas Education Cooperatives regarding technology initiatives to help the SCSC staff and member districts remain informed and in compliance with technology requirements.

One of the main goals for the SCSC Technology Coordinator is to develop and provide professional development and model lessons that integrate technology seamlessly into the classroom and to further the SCSC specialists' growth in this area as well.

Major Highlights of the Year

The SCSC Technology Coordinator hosted an after-hours “Hour of Code” for the surrounding schools and community. The participants were informed of the Governor’s New Computer Science Initiative, given a definition of coding, and had access to hands-on activities from Code.org.

The SCSC Technology Coordinator provided a technology conference this year that consisted of 28 different sessions, 14 presenters, and more than 50 attendees. This conference provided training for the entire district. Workshop topics included: Google Apps, iPad Content Creation, System Center Configuration Manager (SCCM), Apple Updates from an Apple Engineer, Multimedia Projects, Virtual Arkansas, Social Media and Parental Involvement, Flipping the Classroom, and Computer Science.

The SCSC Technology Coordinator provided 27 technology integrated professional development sessions during the summer and throughout the school year. These sessions modeled technology integration relevant to all types of classrooms and subjects. Workshop topics included: Student GPS Dashboards, Google Apps, iPad in Special Education, Technology Tools, Blended Learning, Excel for Testing Coordinators, ACT Aspire Updates, Coding, Data Security Training, and Rave Panic Button. The SCSC TC also provided assistance to over eighty SCSC hosted professional development sessions during 2015-16.

The SCSC Technology Coordinator provided 10 trainings specifically tailored to district technology coordinators and technology staff. These trainings consisted of: two-day SCCM (System Center Configuration Manager) with DIS, Microsoft Office 365, HP Switches & Wireless Training, Student GPS Dashboards, Apple Updates with Apple Senior Systems Engineer, Michael Colvin, DIS New State Network, ACT Aspire, CWS (Cloud Web Security) training with DIS, and E-Rate training with Funds for Learning.

An Instructional Technology Integrationist Cadre returned during the 2015-16 school year consisting of 30 teachers and seven SCSC specialists. They received 24 hours of professional development. This group was developed to build Technology Integrationists within the schools and to give this group ideas of ways to integrate technology into lessons on a daily basis with the hope that this group would take their ideas to their schools to further the growth of this concept of technology integration.

Special Projects & Programs 2015-2016

Teacher Excellence Support System (TESS)

Competitive Grant: Yes ☐ No ☒

Goals & Description

Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Education Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hour Laws and Process training. The ADE provided training for administrators at each cooperative on Summative Evaluation Processes and Professional Growth Plans. ADE in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and to support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Arkansas Leadership Excellence & Development System (LEADS)

Competitive Grant: Yes ☐ No ☒

Goals & Description

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-16 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of BloomBoard for evaluation and artifacts, and other support as needed in individual cooperatives.

ACT Aspire

Competitive Grant: Yes ☐ No ☒

Goals & Description

South Central Service Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for initial

implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts. SCSC also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and during the upcoming school year.

Literacy/Math Design Collaborative

Competitive Grant: Yes ☐ No ☒

Goals & Description

Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) offer teachers, coaches, and leaders an instructional system for developing students' literacy skills to prepare them for the demands of college and careers.

Literacy/Math Design Collaborative LDC & MDC

The SCSC in conjunction with the SAU STEM Center and the Educational Renewal Zone partnered to deliver the Literacy Design Collaborative and Math Design Collaborative training to schools in the cooperative region. The LDC/MDC is an on-going professional development process, which consists of tasks aligned to the Arkansas State Math and Literacy Standards that target those skills needed in reading, writing, and mathematics.

Formative assessment along with development of units of study in Core Tools is used as a tool for monitoring what students are learning and identifying misunderstandings or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students that are evaluated with a scoring rubric that helps educators across our state and nation calibrate to high expectations. The LDC/MDC work is implemented in literacy, social studies/history, mathematics, science, and career education classes for students in grades 7-12.

The support team consisted of literacy, math, science, and CTE specialists in addition to the STEM and ERZ staff. Dr. Guevara, SAU ERZ Director, is working with an LDC teacher from the Magnolia School District who has been nationally recognized for her work in LDC. For the first time in southern Arkansas, Magnolia School District hosted a classroom embedded day for MDC. Together, the team traveled to participating schools to meet with the support teachers and principals working in the LDC and MDC areas. Three new schools have signed up to begin work in the LDC/MDC area for the 2016-2017 school year. The team will continue to support the work of the previous schools by offering a support day this summer and follow ups in the school year.

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Summary Attended Reports
(on the following pages)

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
SCSC - ABC COPA New Users Training 250271 - Jun 1, 2015 9:00 am - 4:00 pm	6.00	4	6
SCSC Drugs on Campus 241817 - Jun 2, 2015 8:30 am - 3:30 pm	6.00	4	11
SCSC ABC COPA Refresher 250273 - Jun 2, 2015 9:00 am - 12:00 pm Fiscal Management	3.00	6	23
SCSC - ABC Finance Training for COPA 250275 - Jun 2, 2015 1:00 pm - 4:00 pm Fiscal Management	3.00	7	12
SCSC Preventing and Responding to Weapons on Campus 241821 - Jun 3, 2015 8:30 am - 3:30 pm	6.00	2	11
SCSC Chautauqua Scholars 248976 - Jun 4, 2015 9:00 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	4	11
Student GPS Dashboard Bootcamp 253637 - Jun 4, 2015 9:00 am - 3:00 pm	6.00	5	12
SCSC MSP Integrated Science and Math 225761 - Jun 8, 2015 9:00 am - 4:00 pm Instructional Leadership	6.00	18	38
SCSC - ELLA Year 2 Training - Day 9 228276 - Jun 8, 2015 8:30 am - 3:30 pm Assessment,Classroom Management,Cognitive Research,Instructional Strategies	6.00	6	11
SCSC - Projects Wild and W.O.W (Wonders of Wetlands) 240074 - Jun 8, 2015 9:00 am - 4:00 pm Arkansas Content Standards Frameworks,Instructional Strategies	6.00	4	11
SCSC Professional Crisis Management 240673 - Jun 8, 9, 16, 17, 2015 8:00 am - 4:30 pm Advocacy Leadership,Classroom Management,Cognitive Research,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages	22.00	2	10
SCSC - Smart Board Training - Beginning 243340 - Jun 8, 2015 9:00 am - 12:00 pm Educational Technology	3.00	7	18
SCSC - Smart Board Training - Advanced 243342 - Jun 8, 2015 1:00 pm - 4:00 pm Educational Technology	3.00	6	17

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
BLS- Healthcare Provider CPR			
255960 - Jun 8, 2015 9:00 am - 12:00 pm	3.00	1	4
CPR			
SCSC ELLA Year 2 Training - Day 10			
228282 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	7	12
Assessment,Classroom Management,Cognitive Research,Instructional Strategies			
SCSC MSP Integrated Science and Math			
230451 - Jun 9, 2015 9:00 am - 4:00 pm	6.00	17	38
Instructional Leadership			
SCSC Fraction Concepts: Equal Sharing			
239292 - Jun 9, 10, 2015 8:30 am - 3:30 pm	12.00	6	8
Cognitive Research,Common Core State Standards,Curriculum Alignment,Instructional Strategies			
SCSC - iMovie on the iPad			
240195 - Jun 9, 2015 9:00 am - 4:00 pm	6.00	8	15
Common Core State Standards,Educational Technology,Instructional Strategies			
SCSC Fiscal Year End Procedure			
247173 - Jun 9, Jul 14, Aug 13, 2015 9:00 am - 4:00 pm	0.00	13	13
SCSC - ELLA Year 2 Training - Day 11			
228283 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	7	12
Assessment,Classroom Management,Cognitive Research,Instructional Strategies			
SCSC MSP Integrated Science and Math			
230455 - Jun 10, 2015 9:00 am - 4:00 pm	6.00	16	38
Instructional Leadership			
SCSC - Active Killer Response for Educators			
236545 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	7	20
SCSC MSP Integrated Science and Math			
230457 - Jun 11, 2015 9:00 am - 4:00 pm	6.00	17	38
Instructional Leadership			
SCSC-APSCN - SMS YEAR END ROLLOVERS			
239210 - Jun 11, 12, 15, 16, 19, 22, 23, 2015 8:30 am - 4:00 pm	0.00	11	13
Non-Curricular			
SCSC - Grades 6-8 Implementing a Comprehensive Literacy Framework-Overview of a Comprehensive Literacy Framework and Literacy Assessment			
240093 - Jun 11, 12, 2015 8:30 am - 3:30 pm	12.00	5	7
Assessment,Common Core State Standards,Instructional Strategies			
SCSC - Transitioning to New Arkansas Science Standards: Putting Practices in Place			
240120 - Jun 11, 12, 2015 9:00 am - 4:00 pm	12.00	7	9
Common Core State Standards			
SCSC - Digital Citizenship			
240197 - Jun 11, 2015 9:00 am - 4:00 pm	6.00	9	18
Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC-Sunday System 1 Installation Training 247437 - Jun 11, 12, 2015 9:00 am - 4:00 pm	12.00	11	25
Instructional Strategies			
SCSC - ASIST 249649 - Jun 11, 12, 2015 8:30 am - 4:30 pm	14.00	6	11
Health Physical Activity			
SCSC MSP Integrated Science and Math 230456 - Jun 12, 2015 9:00 am - 4:00 pm	6.00	19	41
Instructional Leadership			
SCSC - iPads in the Math Classroom 240207 - Jun 12, 2015 9:00 am - 4:00 pm	6.00	13	30
Educational Technology, Instructional Leadership			
SCSC - Tier 1 Annual Update (CASBO Class SF 401A) 231300 - Jun 15, 2015 9:00 am - 1:30 pm	6.00	15	73
Assessment, Fiscal Management			
SCSC-Teen Suicide Prevention and Adolescent Substance Abuse 238505 - Jun 15, 2015 9:00 am - 4:00 pm	6.00	7	38
SCSC Board of Directors' Meeting 240413 - Jun 15, 2015 12:30 pm - 2:00 pm	0.00	11	15
Fiscal Management, Instructional Leadership			
SCSC - Eyeballs, Hearts and Brains, Oh My! 241451 - Jun 15, 2015 9:00 am - 4:00 pm	6.00	3	4
Instructional Strategies			
SCSC-Response to Intervention 240819 - Jun 16, 17, 2015 9:00 am - 4:00 pm	12.00	6	53
Advocacy Leadership, Data Disaggregation, Systemic Change Process			
SCSC - Engineering Activities for Grade K-8 241459 - Jun 16, 2015 9:00 am - 4:00 pm	6.00	7	18
Instructional Strategies			
SCSC - Chromebooks 101 239084 - Jun 17, 2015 9:00 am - 4:00 pm	6.00	5	24
Educational Technology, Instructional Strategies			
SCSC - FOSS Kits for Grades K-2 241468 - Jun 17, 2015 9:00 am - 4:00 pm	6.00	5	9
Instructional Strategies			
SCSC - Physical Education Activities for the Classroom Teacher 247278 - Jun 17, 2015 9:00 am - 4:00 pm	6.00	5	7
Health Physical Activity			
SCSC - Cruising Through the Standards 239639 - Jun 18, 2015 9:00 am - 4:00 pm	6.00	7	11
SCSC - CTE - Writing Perkins Activities 240742 - Jun 18, 2015 1:00 pm - 4:00 pm	3.00	5	11
Instructional Leadership			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - CTE-Technical Assistance Visits			
240787 - Jun 18, 2015 9:00 am - 12:00 pm	3.00	12	37
Classroom Management,Instructional Leadership			
SCSC Guided Reading Next in Grades 2-5			
241653 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	9	30
Assessment,Instructional Strategies			
SCSC Problem Situations: Addition and Subtraction and the Nature of "Equals"			
244678 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	3	5
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
SCSC - Novice Teacher Mentoring Program MENTOR TRAINING			
239820 - Jun 19, 2015 9:00 am - 4:00 pm	6.00	1	1
Mentoring Coaching			
SCSC - Google and the Writing Process for Grades 5-12			
240269 - Jun 19, 2015 8:30 am - 3:30 pm	6.00	5	13
Common Core State Standards			
SCSC Guided Reading Next in Grades K-1			
241606 - Jun 19, 2015 8:30 am - 3:30 pm	6.00	9	31
Assessment,Classroom Management,Instructional Strategies			
SCSC-BloomBoard Tips & Trick For Administrators			
238997 - Jun 22, 2015 9:00 am - 4:00 pm	6.00	3	5
Instructional Leadership			
SCSC - Get a Life: Science Math Integration Project @ SAU			
240076 - Jun 22, 23, 24, 25, 26, Jul 13, 14, 15, 16, Oct 17, 2015 9:00 am - 4:00 pm	60.00	14	26
Common Core State Standards,Educational Technology,Instructional Strategies			
SCSC Multisensory Teaching of Basic Language Skills			
241604 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	8	29
Instructional Strategies			
SCSC - Pre-K Social Emotional Learning			
247852 - Jun 22, 29, Jul 6, 13, 14, 2015 8:00 am - 3:00 pm	45.00	5	13
Classroom Management,Instructional Strategies,Parental Involvement			
SCSC - Literacy Design Collaborative Cohort 4			
225975 - Jun 23, 24, 25, 2015 9:00 am - 4:00 pm	18.00	4	7
Common Core State Standards,Instructional Strategies			
SCSC - MDC			
236681 - Jun 23, 24, 25, 2015 8:30 am - 3:30 pm	18.00	4	4
Instructional Strategies			
SCSC - Green Screening on the iPad			
240209 - Jun 23, 2015 9:00 am - 4:00 pm	6.00	6	8
Educational Technology			
SCSC - AHA HeartSaver CPR			
249896 - Jun 23, 2015 8:30 am - 11:30 am	3.00	1	8
CPR,Health Physical Activity			
First Aid			
249899 - Jun 23, 2015 1:00 pm - 4:00 pm	3.00	1	6
Health Physical Activity			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - K-1 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System 239120 - Jun 24, 25, 2015 8:30 am - 3:30 pm	12.00	5	12
Assessment,Common Core State Standards,Instructional Strategies			
SCSC - Preliminary Master Plan Meeting 250320 - Jun 24, 25, 2015 9:00 am - 4:00 pm	0.00	3	3
SCSC - No Tech to High Tech: Where do I begin 240216 - Jun 25, 2015 9:00 am - 4:00 pm	6.00	7	9
Educational Technology			
SCSC - Ag Inservice 240840 - Jun 25, 2015 9:00 am - 4:00 pm	6.00	8	8
Arkansas Content Standards Frameworks,Classroom Management,Curriculum Alignment,Educational Technology,Instructional Leadership,Instructional Strategies			
SCSC - So Many Books, So Little Time! 228752 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	13	58
Common Core State Standards,Instructional Strategies			
SCSC-BloomBoard/Observations for Teachers 238986 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	8	22
SCSC - Building Integer Concepts with Deeper Understanding 239297 - Jun 29, 30, 2015 8:30 am - 3:30 pm	12.00	7	11
Curriculum Alignment,Instructional Strategies			
Tier I Training - ZOOM Webinar 257241 - Jun 29, 2015 9:00 am - 11:00 am	2.00	3	3
Fiscal Management			
SCSC Dive Into the Reading for Information Standards from CCSS 228757 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	11	29
Common Core State Standards,Instructional Strategies			
SCSC Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning 240117 - Jun 30, Jul 1, 2015 9:00 am - 4:00 pm	12.00	5	10
Arkansas Content Standards Frameworks			
SCSC - Beefing up the Special Education classroom with the use of the iPad. 240810 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	10	14
Advocacy Leadership,Building a Collaborative Learning Community,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Instructional Strategies			
SCSC Accelerate Your Classroom with Free Technology 241062 - Jun 30, 2015 9:00 am - 4:00 pm	6.00	7	13
Educational Technology			
SCSC Research 101: How to begin the Process with your Students 244157 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	4	6
Common Core State Standards			
SCSC - Transition Toolkit Training 213441 - Jul 1, 2015 9:00 am - 4:00 pm	6.00	2	4
Instructional Strategies,Principles of Learning Developmental Stages,Private Events			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - Understanding the NEW Social Studies Curriculum Framework, the C3 Framework, and Disciplinary Literacy. 243011 - Jul 1, 2015 9:00 am - 4:00 pm	6.00	10	24
Arkansas Content Standards Frameworks			
SCSC - Practical School Law for Teachers 246643 - Jul 1, 2015 1:00 pm - 4:00 pm	3.00	5	6
SCSC - Common Core-ish/PARCC-ish Tasks 247410 - Jul 1, 2015 8:30 am - 3:30 pm	6.00	5	14
Common Core State Standards			
SCSC-Teen Suicide/Ipad Basics 239036 - Jul 2, 2015 9:00 am - 4:00 pm	6.00	6	26
Educational Technology			
SCSC-Visual Art, Music, Theatre, and Dance: Unpacking the 2014 Fine Arts Framework 241031 - Jul 2, 2015 9:00 am - 4:00 pm	6.00	13	22
Arkansas Content Standards Frameworks			
SCSC - Student Directed Transition Planning 243895 - Jul 2, 2015 9:00 am - 12:00 pm	3.00	2	3
Private Events			
SCSC - Preparing Middle School Students As They Consider Going to College 243897 - Jul 2, 2015 12:30 pm - 3:30 pm	3.00	2	4
Private Events			
SCSC - Force and Motion with Hotwheels 241488 - Jul 6, 2015 9:00 am - 4:00 pm	6.00	8	17
Instructional Strategies			
SCSC - Charlie May Simon & Arkansas Diamond Award List 243690 - Jul 6, 2015 9:00 am - 12:00 pm	3.00	6	13
Common Core State Standards,Instructional Strategies			
Arkansas Teen Book Award Workshop 254147 - Jul 6, 2015 1:00 pm - 4:00 pm	3.00	3	6
SCSC - 3, 2, 1..... Rockets! 241556 - Jul 7, 2015 9:00 am - 4:00 pm	6.00	4	10
Instructional Strategies			
Apple Management for Technology Administrators 257615 - Jul 7, 2015 9:00 am - 1:00 pm	4.00	4	6
SCSC-TechUP Conference 225878 - Jul 8, 9, 2015 9:00 am - 4:00 pm	12.00	11	43
Educational Technology,Instructional Strategies			
SCSC - Grades 2-5 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System 239140 - Jul 8, 9, 2015 8:30 am - 3:30 pm	12.00	8	12
Assessment,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - Electricity and Magnetism			
241564 - Jul 8, 2015 9:00 am - 4:00 pm	6.00	5	5
Instructional Strategies			
SCSC - CTE - Using Literacy Strategies			
240743 - Jul 9, 2015 9:00 am - 4:00 pm	6.00	2	3
Instructional Strategies			
SCSC Guided Reading Next in Grades 2-5			
250815 - Jul 10, 2015 8:30 am - 3:30 pm	6.00	8	25
Assessment,Instructional Strategies			
SCSC - CGI Year 1			
237388 - Jul 13, 14, 15, 16, 2015 9:00 am - 4:00 pm	30.00	4	28
Cognitive Research,Instructional Leadership,Instructional Strategies			
SCSC - Informative/Explanatory Writing for Grades K-2			
238795 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	9	20
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
SCSC-Using Primary Sources in Lesson Plan Development			
238992 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	5	10
Arkansas History,Educational Technology			
SCSC - CTE - EOC Testing & Reporting			
240712 - Jul 13, 2015 9:00 am - 12:00 pm	3.00	5	7
Assessment,Educational Technology			
SCSC - Raw Art-Reading And Writing With ART			
236547 - Jul 14, 15, 16, 2015 9:00 am - 4:00 pm	18.00	7	9
Common Core State Standards			
SCSC - Argumentative Writing for Grades 6-8			
239093 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	4	4
Common Core State Standards,Instructional Strategies			
SCSC - iPads in the Classroom			
240232 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	6	17
Educational Technology			
SCSC Argumentative Writing for Grades 9-12			
239115 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	7	11
Common Core State Standards,Instructional Strategies			
SCSC - K-1 Implementing a Comprehensive Literacy Framework - Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction			
239131 - Jul 15, 16, 2015 8:30 am - 3:30 pm	12.00	9	16
Common Core State Standards,Instructional Strategies,Parental Involvement			
SCSC - CTE - Let's Get Digital			
240979 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	5	9
Educational Technology			
SCSC-APSCN eSchoolPlus Counselor's Workday			
258029 - Jul 15, 2015 9:00 am - 3:30 pm	0.00	1	1
Non-Curricular			
SCSC-Teen Suicide/BloomBoard Tips and Tricks			
239038 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	4	31

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - Strategies, Algorithms, and Recording Systems: Multi-Digit Multiplication and Division Grades 3-6			
239299 - Jul 16, 17, 2015 8:30 am - 3:30 pm	12.00	11	19
Cognitive Research,Instructional Leadership,Instructional Strategies			
SCSC - What is iTunesU and Why Would I use it?			
240238 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	6	9
Educational Technology,Instructional Strategies			
SCSC - Songwriting for the NOT very musical: Leading your students in writing new lyrics to familiar melodies to teach specific curricular content			
242493 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	4	5
SCSC - Music & Movement: Whole Curriculum Approach			
243485 - Jul 17, 2015 9:00 am - 4:00 pm	6.00	9	13
SCSC Guided Reading Next in Grades K-1			
250743 - Jul 17, 2015 8:30 am - 3:30 pm	6.00	6	15
Assessment,Classroom Management,Instructional Strategies			
Tier I Training - ZOOM Webinar			
258401 - Jul 17, 2015 9:00 am - 11:00 am	2.00	1	1
Fiscal Management			
SCSC MSP Integrated Science and Math			
225763 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	18	40
Instructional Leadership			
SCSC - Tool Time: Equipping Your Box for the Boom			
236797 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	7	18
Classroom Management,Educational Technology,Instructional Strategies			
SCSC Administrators' Retreat-DAY 1			
240898 - Jul 20, 21, 22, 2015 10:00 am - 12:30 pm	18.50	12	71
Building a Collaborative Learning Community,Common Core State Standards,Data Disaggregation,Educational Technology,Fiscal Management,Instructional Leadership			
SCSC MSP Integrated Science and Math			
230458 - Jul 21, 2015 9:00 am - 4:00 pm	6.00	18	41
Instructional Leadership			
SCSC - Building Blocks for Early Childhood Environmental Education			
241952 - Jul 21, 2015 8:30 am - 3:30 pm	6.00	7	12
SCSC - Introduction to Work Sampling			
247140 - Jul 21, 22, 2015 8:30 am - 3:30 pm	6.00	5	23
Child Nutrition ZOOM Webinar			
253492 - Jul 21, 2015 1:00 pm - 4:00 pm	3.00	1	1
Data Disaggregation,Health Physical Activity			
SCSC-APSCN eSchoolPlus Counselor's Workday			
257746 - Jul 21, 2015 9:00 am - 4:00 pm	0.00	1	1
Non-Curricular			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC MSP Integrated Science and Math 230459 - Jul 22, 2015 9:00 am - 4:00 pm	6.00	17	39
Instructional Leadership			
SCSC - Work Sampling Refresher 247692 - Jul 22, 2015 8:30 am - 11:30 am	6.00	7	19
Assessment			
SCSC - Work Sampling Refresher 247693 - Jul 22, 2015 12:30 pm - 3:30 pm	6.00	4	16
Assessment			
Child Nutrition ZOOM Webinar 253496 - Jul 22, 2015 1:00 pm - 4:00 pm	3.00	1	1
Data Disaggregation,Health Physical Activity			
SCSC MSP Integrated Science and Math 230460 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	17	35
Instructional Leadership			
SCSC-Teen Suicide/Google Forms 239040 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	8	12
SCSC-Violence and Bullying: Arkansas Perspectives and Arkansas Frameworks: Following the Strands 239273 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	3	4
SCSC - Data and Statistics for Middle School Teachers: Building the Foundation 239326 - Jul 23, 24, 2015 8:30 am - 3:30 pm	12.00	6	9
Instructional Leadership,Instructional Strategies			
SCSC - Behavior Tools 240677 - Jul 23, 24, 2015 8:30 am - 3:30 pm	12.00	8	21
Advocacy Leadership,Classroom Management,Cognitive Research,Instructional Strategies,Principles of Learning Developmental Stages,Supervision			
Child Nutrition ZOOM Webinar 253498 - Jul 23, 2015 1:00 pm - 4:00 pm	3.00	1	1
Data Disaggregation,Health Physical Activity			
SCSC MSP Integrated Science and Math 230461 - Jul 24, 2015 9:00 am - 4:00 pm	6.00	16	36
Instructional Leadership			
SCSC - Flipping Your Instruction 101 for Grades 4th-12th 240256 - Jul 24, 2015 8:30 am - 3:30 pm	6.00	5	8
Common Core State Standards			
SCSC - Ecosystems 241582 - Jul 24, 2015 9:00 am - 4:00 pm	6.00	6	8
Instructional Strategies			
SCSC Autism Diagnostic Observation Schedule-2 Training ADOS-BASIC 238527 - Jul 27, 28, 2015 9:00 am - 4:00 pm	12.00	10	18
Assessment			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - Informative/Explanatory Writing for Grades 3-5			
238818 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	9	17
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
SCSC - Disciplinary Literacy in Science for Grades 4-5			
239259 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	5	6
Common Core State Standards			
SCSC - Other Problem Situations: Multiplication and Division			
239336 - Jul 27, 28, 2015 8:30 am - 3:30 pm	12.00	5	8
Cognitive Research,Curriculum Alignment,Instructional Leadership,Instructional Strategies			
SCSC-BloomBoard Tips & Trick For Administrators			
257369 - Jul 27, 2015 9:00 am - 4:00 pm	6.00	8	18
Instructional Leadership			
SCSC - Grades 2-5 Implementing a Comprehensive Literacy Framework - Word Study: Phonics, Spelling, and Vocabulary Instruction			
239244 - Jul 28, 29, 2015 8:30 am - 3:30 pm	12.00	5	7
Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
SCSC - Disciplinary Literacy in Science Grades 6-8			
239271 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	4	4
Common Core State Standards,Instructional Strategies			
SCSC-Teen Suicide/Student GPS Dashboard			
239636 - Jul 28, 2015 9:00 am - 4:00 pm	6.00	6	19
SCSC - Planning for Outcomes			
246602 - Jul 28, 2015 9:00 am - 4:00 pm	6.00	5	10
Building a Collaborative Learning Community,Common Core State Standards,Instructional Strategies,Principles of Learning Developmental Stages			
SCSC Autism Diagnostic Observation Schedule-2 Training			
ADOS-ADVANCED			
238543 - Jul 29, 30, 2015 9:00 am - 4:00 pm	12.00	6	8
SCSC-Stretching Those Classroom Dollars with a Donor's Choose Grant/Teen Suicide			
239633 - Jul 29, 2015 8:00 am - 4:00 pm	6.00	1	10
SCSC - Transitioning to New Science Standards: Targeted Support for Elementary Teachers			
240124 - Jul 29, 30, 31, 2015 9:00 am - 4:00 pm	18.00	8	10
Common Core State Standards			
SCSC - Digital Storytelling			
240244 - Jul 29, 2015 9:00 am - 4:00 pm	6.00	6	10
Educational Technology			
SCSC- Wind Power			
241559 - Jul 29, 2015 9:00 am - 4:00 pm	6.00	2	3
Instructional Strategies			
SCSC-BloomBoard/Observations for Teachers			
238987 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	9	26

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - High School Vectors			
240062 - Jul 30, 2015 8:30 am - 3:30 pm	6.00	5	11
Arkansas Content Standards Frameworks,Instructional Strategies			
SCSC-Sonday System 1 Installation Training			
246875 - Jul 30, 31, 2015 9:00 am - 4:00 pm	12.00	9	24
Instructional Strategies			
SCSC - VISION SCREENING CERTIFICATION FOR SCHOOL NURSES			
258160 - Jul 30, 2015 8:30 am - 12:15 pm	3.50	3	15
Health Physical Activity			
SCSC - HEARING SCREENING CERTIFICATION FOR SCHOOL NURSES			
258163 - Jul 30, 2015 1:00 pm - 3:15 pm	3.25	3	15
Health Physical Activity			
SCSC - Science Lessons for Grades 5 and 6			
241584 - Jul 31, 2015 9:00 am - 4:00 pm	6.00	4	4
Instructional Strategies			
SCSC-APSCN - eSchool Registration/Scheduling Training			
247270 - Jul 31, 2015 8:30 am - 4:00 pm	6.00	7	14
Non-Curricular			
SCSC - SCOLIOSIS SCREENING CERTIFICATION FOR SCHOOL NURSES			
258165 - Jul 31, 2015 8:30 am - 12:00 pm	3.25	4	16
Health Physical Activity			
SCSC - Obesity Prevention Education and Body Mass Index (BMI) Training for School Nurses			
258167 - Jul 31, 2015 1:00 pm - 4:00 pm	3.00	3	15
Health Physical Activity			
SCSC - How do Section 504, RTI and Common Core Work Together?			
238239 - Aug 3, 2015 9:00 am - 4:00 pm	6.00	4	5
Common Core State Standards,Instructional Leadership			
SCSC - Science Data Analysis for 5th Grade, 7th Grade and EOC Biology			
241594 - Aug 3, 2015 9:00 am - 4:00 pm	6.00	4	6
Instructional Strategies			
SCSC - Cracking The Code to Effective Behavior Plans			
240828 - Aug 4, 2015 9:00 am - 4:00 pm	6.00	5	8
Advocacy Leadership,Classroom Management,Cognitive Research,Instructional Leadership,Instructional Strategies,Supervision			
SCSC-New Teacher Institute			
239767 - Aug 5, 6, 7, 2015 9:00 am - 4:00 pm	18.00	12	54
Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Educational Technology,Parental Involvement			
Health Insurance Representative Meeting			
258255 - Aug 5, 2015 10:00 am - 12:00 pm	0.00	5	6
Non-Curricular			
Child Nutrition ZOOM Webinar			
257266 - Aug 6, 2015 1:00 pm - 4:00 pm	3.00	1	2
Data Disaggregation,Health Physical Activity			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - FES Informational Writing 253853 - Aug 10, 2015 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	2	26
ASCIP Statewide Test Training-Indistar 256715 - Aug 10, 2015 8:30 am - 3:30 pm Fiscal Management	6.00	13	21
SCSC - CTE-Technical Assistance Visits 262573 - Aug 10, 2015 1:00 pm - 3:00 pm Classroom Management,Instructional Leadership	3.00	4	10
SCSC - Open Enrollment Insurance Meeting 241550 - Aug 11, 2015 9:00 am - 12:00 pm	0.00	2	26
SCSC-APSCN - eSchool Attendance Training 248720 - Aug 11, 2015 8:30 am - 12:00 pm Non-Curricular	3.00	7	13
SCSC-APSCN - eSchool Discipline Training 248721 - Aug 11, 2015 1:00 pm - 4:00 pm Non-Curricular	3.00	5	10
Suicide for Preschool 254299 - Aug 11, 2015 8:30 am - 4:00 pm	3.00	4	40
SCSC Security Training 262589 - Aug 11, 2015 3:00 pm - 4:00 pm	1.00	5	36
SCSC - ABC ECERS Refresher 249907 - Aug 12, 2015 9:00 am - 12:00 pm Classroom Management,Instructional Strategies,Parental Involvement	3.00	13	61
ABC Staff Meeting w/ Rhonda Gafford 259455 - Aug 12, 2015 1:00 pm - 3:30 pm	2.50	5	27
SCSC - ASBA Risk Management: Maintenance & Custodial Employee Training 243740 - Aug 13, 2015 8:30 am - 12:00 pm	3.00	3	19
SCSC - Bullying 259511 - Aug 13, 2015 8:30 am - 12:30 pm Classroom Management,Instructional Leadership	3.00	4	32
SCSC - Virtual Arkansas Facilitator Training 256422 - Aug 14, 2015 8:30 am - 3:00 pm Instructional Strategies	6.00	12	32
SCSC-APSCN eSchoolPlus Counselor's Workday 258833 - Aug 14, 2015 9:00 am - 4:00 pm Non-Curricular	0.00	1	1
BloomBoard/TESS Training for SCSC Early Childhood ABC & SPED Teachers 259411 - Aug 14, 2015 9:00 am - 4:00 pm Arkansas Content Standards Frameworks,Educational Technology	6.00	2	24

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC-APSCN - SMS Required Fields For State Reporting 254007 - Aug 25, 2015 9:00 am - 3:30 pm	6.00	5	12
Non-Curricular			
SCSC-APSCN - SMS Required Fields For State Reporting 254008 - Aug 26, 2015 9:00 am - 3:30 pm	6.00	5	13
Non-Curricular			
Tier I Training - ZOOM Webinar 258962 - Aug 27, 2015 9:30 am - 11:30 am	2.00	1	1
Fiscal Management			
SCSC - Annual Statewide GT Meeting 241741 - Aug 28, 2015 9:00 am - 12:00 pm	3.00	12	14
Assessment,Instructional Leadership,Supervision			
Quiz Bowl Coaches Meeting 260285 - Aug 28, 2015 1:00 pm - 4:00 pm	3.00	11	11
SCSC - Novice Teacher Mentoring Program MENTOR TRAINING 259231 - Aug 31, 2015 9:00 am - 4:00 pm	6.00	6	13
Mentoring Coaching			
SCSC-Indistar/ASCIP Workday 265824 - Sep 1, 2015 9:00 am - 3:00 pm	6.00	11	21
Novice Teacher Mentoring REFRESHER Training 259235 - Sep 2, 2015 9:00 am - 11:00 am	2.00	5	15
Advocacy Leadership			
Child Nutrition ZOOM Webinar 257279 - Sep 3, 2015 1:00 pm - 4:00 pm	3.00	1	1
Data Disaggregation,Health Physical Activity			
SCSC -Quiz Bowl Coaches' Meeting 263228 - Sep 8, 2015 9:00 am - 12:00 pm	3.00	9	12
Mentoring Coaching			
SCSC-APSCN - eSchool IPR/Report Card Training 254009 - Sep 9, 2015 9:00 am - 3:30 pm	6.00	5	14
Non-Curricular			
SCSC Board of Directors' Meeting 265752 - Sep 9, 2015 9:00 am - 12:00 pm	0.00	10	15
Fiscal Management,Instructional Leadership			
Introduction to the Arkansas LDC Online Course Pilot 266725 - Sep 10, 2015 10:00 am - 11:30 am	1.50	1	2
Curriculum Alignment,Data Disaggregation,Instructional Leadership,Instructional Strategies			
SCSC - Dyslexia Updates: I've Screened, Now What? 266278 - Sep 11, 2015 9:00 am - 4:00 pm	6.00	13	34
Tier I Training - ZOOM Webinar 258964 - Sep 14, 2015 9:00 am - 11:00 am	2.00	1	1
Fiscal Management			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Rave Mobile Safety Training			
265921 - Sep 14, 2015 8:00 am - 10:00 am	2.00	2	16
SCSC Teen Suicide			
267336 - Sep 14, 2015 12:00 pm - 2:00 pm	2.00	2	7
Non-Curricular			
SCSC-APSCN - eSchool Medical Records Training			
254014 - Sep 15, 2015 9:00 am - 3:30 pm	6.00	5	6
Non-Curricular			
SCSC-APSCN - eSchool Medical Records Training			
254010 - Sep 16, 2015 9:00 am - 3:30 pm	6.00	5	7
Non-Curricular			
SCSC Area Technology Coordinators			
266469 - Sep 17, 2015 9:00 am - 12:00 pm	3.00	4	5
Educational Technology			
SCSC-APSCN eSchoolPlus Counselor's Workday			
267411 - Sep 17, 2015 9:00 am - 3:30 pm	0.00	1	1
Non-Curricular			
Rave Mobile Safety Training			
266298 - Sep 21, 2015 10:00 am - 12:00 pm	2.00	1	4
Invent to Learn: Designing and Implementing "Makerspaces" in Classrooms			
243899 - Sep 22, 23, 2015 9:00 am - 4:00 pm	12.00	11	33
Arkansas Content Standards Frameworks, Classroom Management, Cognitive Research, Educational Technology, Instructional Strategies, Principles of Learning Developmental Stages			
Excel Training			
266617 - Sep 25, 2015 9:00 am - 4:00 pm	6.00	6	16
Educational Technology			
SCSC MSP Integrated Science and Math			
258730 - Sep 26, 2015 9:00 am - 4:00 pm	6.00	17	34
Instructional Leadership			
Teacher Center Committee Meeting			
262895 - Sep 29, 2015 Jan 19, Mar 29, 2016 9:00 am - 12:00 pm	3.00	13	14
Advocacy Leadership			
SCSC-ACT Aspire Updates			
267338 - Sep 30, 2015 9:00 am - 4:00 pm	6.00	11	34
SCSC - 5.1 Pilot Training			
267641 - Oct 1, 2, 2015 9:00 am - 4:00 pm	0.00	1	2
Fiscal Management			
SCSC - Affordable Care Act Set Up			
267636 - Oct 6, 2015 9:00 am - 4:00 pm	0.00	5	7
SCSC-Sunday System 2 Installation Training			
266117 - Oct 7, 8, 2015 9:00 am - 4:00 pm	12.00	10	34

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - MDC Day 4			
267161 - Oct 7, 2015 9:00 am - 4:00 pm	6.00	5	6
Instructional Strategies			
SCSC - LDC PD Day 4			
268567 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	3	6
Common Core State Standards			
SCSC - Affordable Care Act Set Up			
269494 - Oct 8, 2015 9:00 am - 4:00 pm	0.00	3	3
SCSC-ACT Aspire Updates			
267545 - Oct 12, 2015 9:00 am - 4:00 pm	6.00	13	31
SCSC- CollegeBoard AP Coordinator's Workshop			
256386 - Oct 13, 2015 8:00 am - 3:30 pm	6.00	4	4
Assessment,Instructional Leadership			
SCSC-ACT Aspire Assessment Accommodations Training			
266734 - Oct 13, 2015 8:30 am - 11:30 am	3.00	11	36
Assessment			
SCSC - Locally - Hired School Improvement Specialist Training for Focus School			
268486 - Oct 13, 2015 8:30 am - 3:30 pm	6.00	10	23
Private Events,Systemic Change Process			
SCSC - Affordable Care Act Set Up			
269495 - Oct 14, 2015 9:00 am - 4:00 pm	0.00	2	4
SCSC---Level II Dyslexia Screeners Training			
267645 - Oct 15, 2015 9:00 am - 4:00 pm	6.00	8	19
Assessment			
SCSC - Counselor's Meeting			
262691 - Oct 20, 2015 8:30 am - 3:30 pm	6.00	10	20
Building a Collaborative Learning Community,Parental Involvement			
SCSC-New Teacher Institute Follow-Up			
262899 - Oct 20, 2015 Mar 15, 2016 6:00 pm - 8:00 pm	2.00	4	9
Assessment,Classroom Management,Common Core State Standards,Curriculum Alignment,Data Disaggregation			
SCSC - LEA Meeting			
267710 - Oct 20, 2015 8:00 am - 2:00 pm	4.00	6	9
Advocacy Leadership,Building a Collaborative Learning Community,Classroom Management,Instructional Leadership,Instructional Strategies,Supervision			
SCSC - Improved State Network			
269170 - Oct 21, 2015 10:00 am - 12:00 pm	0.00	12	20
Bloomboard/TESS for SCSC Early Childhood Teachers and Specialists			
259497 - Oct 22, 2015 8:30 am - 3:30 pm	6.00	2	28
Arkansas Content Standards Frameworks,Educational Technology			
SCSC Professional Development Planning Committee Meeting			
262896 - Oct 23, Dec 11, 2015 Feb 24, 2016 9:00 am - 4:00 pm	3.00	7	7

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC---The Very Basics: School-Based Identification of Dyslexia in Arkansas			
267648 - Oct 23, 2015 9:00 am - 4:00 pm	6.00	9	31
Assessment			
MSP - K-4 Science Initiative			
258807 - Oct 24, 2015 9:00 am - 4:00 pm	6.00	10	40
Instructional Leadership,Instructional Strategies			
SCSC - CGI Year 1 Day 5			
239341 - Oct 26, 2015 8:30 am - 3:30 pm	6.00	5	27
Cognitive Research,Instructional Leadership,Principles of Learning Developmental Stages			
SCSC - CGI Year 1 Day 6			
239347 - Oct 27, 2015 8:30 am - 3:30 pm	6.00	5	23
Cognitive Research,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
PCM			
269847 - Oct 27, 28, Nov 5, 6, 2015 8:00 am - 4:00 pm	26.00	1	8
Advocacy Leadership,Classroom Management,Mentoring Coaching,Parental Involvement,Principles of Learning Developmental Stages			
School Board Member Training: Roles and Responsibilities of School Board Members			
265652 - Nov 3, 2015 4:45 pm - 9:30 pm	3.00	10	56
Fiscal Management,Instructional Leadership			
SCSC Principal Meetings			
268138 - Nov 4, 2015 9:00 am - 12:30 pm	3.00	8	12
Child Nutrition ZOOM Webinar			
257274 - Nov 5, 2015 1:00 pm - 4:00 pm	3.00	1	1
Data Disaggregation,Health Physical Activity			
SCSC - ABC Technology Workday			
266210 - Nov 5, 2015 11:00 am - 4:00 pm	0.00	1	1
Assessment,Instructional Strategies			
SCSC MSP Integrated Science and Math			
258731 - Nov 7, 2015 9:00 am - 4:00 pm	6.00	16	35
Instructional Leadership			
SCSC-BloomBoard University Follow StudentGPS Training			
268773 - Nov 10, 2015 9:00 am - 12:00 pm	3.00	3	17
Advocacy Leadership,Educational Technology,Systemic Change Process			
SCSC-Wellness Committee and School Based Health Clinics			
269025 - Nov 10, 2015 9:00 am - 3:30 pm	6.00	8	13
SCSC - Regional Advisory Council			
250132 - Nov 11, 2015 9:00 am - 1:00 pm	3.00	26	76
Advocacy Leadership,Building a Collaborative Learning Community,Instructional Leadership,Systemic Change Process			
SCSC - 2015 Erate Training			
269332 - Nov 12, 2015 9:00 am - 4:00 pm	6.00	6	8
SCSC-ACT Aspire Technology Training			
267180 - Nov 18, 2015 9:00 am - 4:00 pm	6.00	15	39
Assessment,Educational Technology			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - Locally - Hired School Improvement Specialist Training for Focus School 271748 - Nov 19, 2015 8:30 am - 3:30 pm	6.00	10	31
Private Events,Systemic Change Process			
SCSC - Sondag System 1: Coaching for Fidelity 270937 - Nov 30, 2015 8:30 am - 3:30 pm	6.00	8	21
SCSC-APSCN - eSchoolPlus Transcript Training 254021 - Dec 1, 2015 9:00 am - 3:30 pm	6.00	4	7
Non-Curricular			
iPad Boot Camp for Educators and Therapists: Literacy, Mathematics, Communication, Visual Supports and Language 268767 - Dec 1, 2015 8:30 am - 3:30 pm	6.00	4	6
Educational Technology			
SCSC - Sondag System 1: Coaching for Fidelity 270944 - Dec 1, 2015 8:30 am - 3:30 pm	6.00	5	8
SCSC - Mathematics Design Collaborative Day 5 267163 - Dec 2, 2015 9:00 am - 4:00 pm	6.00	5	6
Instructional Strategies			
SCSC -ACT Aspire for Testing Coordinators 270661 - Dec 2, 2015 9:00 am - 4:00 pm	6.00	9	17
SCSC - Transition Toolkit Training 269932 - Dec 3, 2015 8:30 am - 3:30 pm	6.00	6	15
Instructional Strategies,Principles of Learning Developmental Stages,Private Events			
SCSC - Literacy Design Collaborative (LDC) 271638 - Dec 3, 2015 9:00 am - 4:00 pm	6.00	1	4
Common Core State Standards,Instructional Strategies			
SCSC - Buzzing Over Coding in Pre-K 257106 - Dec 4, 2015 9:00 am - 4:00 pm	6.00	3	24
Educational Technology,Instructional Strategies			
MSP - K-4 Science Initiative 258809 - Dec 5, 2015 9:00 am - 4:00 pm	6.00	10	35
Instructional Leadership,Instructional Strategies			
SCSC - APSCN Calendar Year End, W2,, 1099, 1095C, 1094C 269812 - Dec 8, 2015 9:00 am - 4:00 pm	0.00	15	18
Fiscal Management			
SCSC-APSCN eSchoolPlus Counselor's Workday 271567 - Dec 8, 2015 9:00 am - 3:30 pm	0.00	1	1
Non-Curricular			
SCSC - Locally - Hired School Improvement Specialist Training for Focus School 271807 - Dec 8, 2015 8:30 am - 3:30 pm	6.00	10	26
Private Events,Systemic Change Process			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
Invent to Learn: Designing and Implementing "Makerspaces" in Classrooms 265650 - Dec 10, 11, 2015 9:00 am - 4:00 pm	12.00	9	25
Arkansas Content Standards Frameworks, Classroom Management, Cognitive Research, Educational Technology, Instructional Strategies, Principles of Learning Developmental Stages			
SCSC MSP Integrated Science and Math 258732 - Dec 12, 2015 9:00 am - 4:00 pm	6.00	18	39
Instructional Leadership			
SCSC - PCM-Professional Crisis Management 270742 - Dec 14, 15, 16, 17, 2015 8:00 am - 4:30 pm	28.00	1	10
Classroom Management, Parental Involvement			
SCSC -ACT Aspire for Testing Coordinators 270670 - Dec 15, 2015 9:00 am - 4:00 pm	6.00	6	13
SCSC-Project Director/Mentor Workday 271582 - Dec 15, 2015 9:00 am - 12:00 pm	3.00	5	12
Mentoring Coaching			
SCSC Board of Directors' Meeting 269679 - Dec 16, 2015 8:00 am - 12:00 pm	0.00	11	18
Fiscal Management, Instructional Leadership			
ACA Update Information 270624 - Jan 6, 19, 2016 9:00 am - 4:00 pm	0.00	8	9
MSP - K-4 Science Initiative 258811 - Jan 9, 2016 9:00 am - 4:00 pm	6.00	10	37
Instructional Leadership, Instructional Strategies			
SCSC -ACT Aspire for Testing Coordinators 272724 - Jan 12, 2016 9:00 am - 4:00 pm	6.00	3	5
SCSC Board of Directors' Meeting 273083 - Jan 13, 2016 9:00 am - 12:00 pm	0.00	13	17
Fiscal Management, Instructional Leadership			
SCSC - New Science Standards: Small Steps toward Big Change 272114 - Jan 20, 2016 9:00 am - 3:00 pm	5.00	11	30
Arkansas Content Standards Frameworks, Curriculum Alignment, Instructional Leadership, Instructional Strategies			
SCSC Principal Meetings 271099 - Jan 21, 2016 9:00 am - 12:00 pm	3.00	2	4
SCSC Area Technology Coordinators 273797 - Jan 21, 2016 9:00 am - 3:00 pm	3.00	5	7
Educational Technology			
SCSC MSP Integrated Science and Math 258734 - Jan 23, 2016 9:00 am - 4:00 pm	6.00	18	39
Instructional Leadership			
SCSC - 5.1 Pilot Training 273777 - Jan 25, 2016 9:00 am - 4:00 pm	0.00	2	6
Fiscal Management			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC RTI Follow-Up Training 271804 - Jan 27, 2016 9:00 am - 4:00 pm	6.00	6	32
SCSC -ACT Aspire for Testing Coordinators 273637 - Jan 28, 2016 9:00 am - 4:00 pm	6.00	3	5
SCSC-LEADS Spring Training For PRINCIPALS 271467 - Feb 3, 2016 8:30 am - 12:00 pm Instructional Leadership	3.00	12	33
SCSC-LEADS Spring Training FOR SUPERINTENDENTS 271492 - Feb 3, 2016 12:00 pm - 3:30 pm Instructional Leadership	3.00	7	8
SCSC - ABC Staff Technology Workday 266228 - Feb 4, 2016 8:30 am - 3:30 pm Assessment,Instructional Strategies	0.00	1	2
Instructional Technology Integrationists Training 266872 - Feb 4, 2016 9:00 am - 4:00 pm Common Core State Standards,Educational Technology,Instructional Leadership	6.00	11	32
SCSC-APSCN ACA Workday 274533 - Feb 5, 2016 9:00 am - 4:00 pm Fiscal Management	0.00	3	3
MSP - K-4 Science Initiative 258813 - Feb 6, 2016 9:00 am - 4:00 pm Instructional Leadership,Instructional Strategies	6.00	13	40
SCSC-APSCN - Next Year Preparation for eSchoolPlus 270994 - Feb 9, 2016 9:00 am - 3:30 pm Non-Curricular	6.00	6	9
SCSC - Mathematics Design Collaborative Day 6 267169 - Feb 10, 2016 9:00 am - 4:00 pm Instructional Strategies	6.00	4	7
SCSC-APSCN - Next Year Preparation for eSchoolPlus 270996 - Feb 10, 2016 9:00 am - 3:30 pm Non-Curricular	6.00	6	12
SCSC Board of Directors' Meeting 273887 - Feb 10, 2016 9:00 am - 12:00 pm Fiscal Management,Instructional Leadership	0.00	9	13
SCSC - PCM-Professional Crisis Management 274932 - Feb 10, 11, 17, 18, 2016 8:30 am - 3:30 pm Classroom Management,Parental Involvement	28.00	3	13
SCSC - Literacy Design Collaborative (LDC) 275661 - Feb 11, 2016 8:30 am - 3:30 pm Common Core State Standards,Instructional Strategies	6.00	2	6
SCSC - Locally - Hired School Improvement Specialist Training for Focus School 274722 - Feb 17, 2016 9:00 am - 4:00 pm Private Events,Systemic Change Process	6.00	6	18

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - 5.1 Pilot Training			
275172 - Feb 18, 2016 9:00 am - 4:00 pm	6.00	7	11
Fiscal Management			
SCSC - CGI Year 1 Day 7			
275552 - Feb 18, 2016 9:00 am - 4:00 pm	6.00	5	26
Cognitive Research,Instructional Leadership,Instructional Strategies,Principles of Learning Developmental Stages			
SCSC-Autism Overview and Introduction to Evidence Based Interventions For CAMDEN-FAIRVIEW STAFF			
273639 - Feb 19, 2016 8:30 am - 3:30 pm	6.00	1	7
Advocacy Leadership,Classroom Management,Cognitive Research,Instructional Leadership,Instructional Strategies,Supervision			
SCSC-ACSIP Statewide Field Test Workday			
272995 - Feb 22, 2016 9:00 am - 3:00 pm	5.00	4	5
SCSC-NWEA Informational Meeting			
273799 - Feb 24, 2016 9:00 am - 11:00 am	4.00	6	13
Curriculum Alignment,Data Disaggregation,Instructional Leadership			
SCSC MSP Integrated Science and Math			
258735 - Feb 27, 2016 9:00 am - 4:00 pm	6.00	17	44
Instructional Leadership			
SCSC - ABC Staff Technology Workday			
266229 - Mar 3, 2016 8:30 am - 3:30 pm	0.00	2	3
Assessment,Instructional Strategies			
MSP - K-4 Science Initiative			
258806 - Mar 5, 2016 9:00 am - 3:30 pm	6.00	11	33
Instructional Leadership,Instructional Strategies			
SCSC - Autism Diagnostic Schedule ADOSII-Basic			
270729 - Mar 7, 8, 2016 9:00 am - 4:00 pm	12.00	11	17
SCSC - Autism Diagnostic Observation II Advanced			
270731 - Mar 9, 10, 2016 9:00 am - 4:30 pm	12.00	5	9
Advocacy Leadership,Assessment			
SCSC Board of Directors' Meeting			
273916 - Mar 9, 2016 11:30 am - 1:30 pm	0.00	10	16
Fiscal Management,Instructional Leadership			
SCSC - 5.1 Pilot Training			
279072 - Mar 11, 2016 9:00 am - 4:00 pm	6.00	2	3
Fiscal Management			
SCSC Area Technology Coordinators			
274723 - Mar 16, 2016 9:00 am - 3:00 pm	5.00	4	5
Educational Technology			
SCSC - 5.1 Pilot Training			
280378 - Mar 18, 2016 9:00 am - 4:00 pm	6.00	1	4
Fiscal Management			

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

Session	Credits	Districts	Attended
SCSC - Locally - Hired School Improvement Specialist Training for Focus School			
277173 - Mar 30, 2016 8:30 am - 3:30 pm	1.00	9	24
Private Events,Systemic Change Process			
SCSC-Virtual Arkansas Annual Update and Registration Training			
275680 - Mar 31, 2016 9:00 am - 3:00 pm	6.00	3	4
Arkansas Scholarship Lottery,Parental Involvement			
SCSC-BloomBoard Workday for Organizational Administrators			
280961 - Mar 31, 2016 9:00 am - 12:00 pm	3.00	3	3
SCSC - Dyslexia Update			
280284 - Apr 1, 2016 9:00 am - 3:00 pm	5.00	9	25
Instructional Strategies			
SCSC - ABC Staff Technology Workday			
266231 - Apr 4, 2016 8:30 am - 3:30 pm	0.00	2	2
Assessment,Instructional Strategies			
SCSC-APSCN eSchoolPlus Training			
275637 - Apr 5, 2016 9:00 am - 4:00 pm	6.00	12	23
Non-Curricular			
SCSC-APSCN eSchoolPlus Training			
275638 - Apr 6, 2016 9:00 am - 4:00 pm	6.00	12	33
Non-Curricular			
SCSC-APSCN eSchoolPlus Training			
275639 - Apr 7, 2016 9:00 am - 4:00 pm	6.00	11	32
Non-Curricular			
SCSC-Paraprofessional Training for Unlicensed Assistive Personnel in the School Setting			
280010 - Apr 12, 2016 9:00 am - 4:00 pm	6.00	7	8
APSCN FMS Personnel Budgeting and Contracts			
283557 - Apr 13, 2016 9:00 am - 11:00 am	0.00	5	6
Fiscal Management			
SCSC - Sensory and Self-Regulation			
279934 - Apr 15, 2016 8:30 am - 4:30 pm	6.00	2	4
Classroom Management,Instructional Strategies			
SCSC - 21st Century Community Learning Center (CCLC) Grant Writing Technical Assistance			
277045 - Apr 18, 2016 8:30 am - 1:00 pm	3.00	6	9
Private Events			
SCSC-Multi-State Alternate Assessment Training			
284172 - Apr 19, 2016 9:00 am - 4:00 pm	6.00	1	6
SCSC-ELLA Day 12			
275267 - Apr 20, 2016 8:00 am - 3:00 pm	6.00	3	7
SCSC - Arkansas Teacher Retirement System Membership Bookkeeper Training Workshop			
252625 - Apr 21, 2016 9:30 am - 12:30 pm	0.00	5	7

Summary Attended

Printed Date: 6/1/2016

Last modified: 6/1/2016

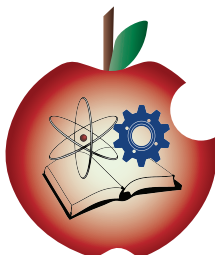
Session	Credits	Districts	Attended
SCSC ELLA Day 13 Site Based Observation Training			
275252 - Apr 26, 2016 8:00 am - 3:00 pm	6.00	3	8
Instructional Strategies			
SCSC-Virtual Arkansas Annual Update and Registration Training			
275681 - Apr 28, 2016 9:00 am - 3:00 pm	3.00	5	5
Arkansas Scholarship Lottery, Parental Involvement			
Child Nutrition ZOOM Webinar			
259400 - May 5, 2016 1:00 pm - 4:00 pm	3.00	1	1
Data Disaggregation, Health Physical Activity			
SCSC - ABC Staff Technology Workday			
266233 - May 5, 2016 8:30 am - 3:30 pm	0.00	2	6
Assessment, Instructional Strategies			
Instructional Technology Integrationists Training			
266887 - May 10, 2016 9:00 am - 4:00 pm	6.00	5	15
Common Core State Standards, Educational Technology, Instructional Leadership			
SCSC - 1094C/1095C Filing			
284577 - May 12, 2016 9:00 am - 12:00 pm	3.00	13	16
Fiscal Management			
SCSC - Cloud Web Security for Technology Coordinators			
284315 - May 19, 2016 9:00 am - 3:00 pm	6.00	9	12
SCSC-Hot Off the Press-Updates Meeting for Instructional Facilitators, Curriculum Coordinators and Instructional Coaches			
285475 - May 19, 2016 9:00 am - 4:00 pm	5.00	10	29
Advocacy Leadership, Instructional Leadership			
SCSC-APSCN ACA Workday			
287321 - May 24, 2016 9:00 am - 4:00 pm	0.00	5	6
Fiscal Management			
SCSC - Transition Fair Planning			
288315 - May 31, 2016 10:00 am - 12:00 pm	0.00	4	8
Advocacy Leadership, Building a Collaborative Learning Community			
GRAND TOTAL:	32675.25	83	5087

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Camden, AR 71701
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"Our today is their tomorrow."



Southeast Arkansas
Education Service Cooperative

2015 ~ 2016



Annual Report

Table of Contents

	Page #
Table of Contents	1
Director's Letter	2
Mission Statement	3
State Map of Cooperatives	3
Organizational Chart	4
Board	5
Teacher Center Coordinator	5
ESC Annual Report	
I. Governance	6
II. Staff/Certified Staff	6-11
III. Teacher Center	11
IV. Administrative Services	11
V. Direct Services to Students	11
VI. Anecdotal Reports	13
VII. Employment Policies & Practices	14
Salary Schedules	14-24
Programs	26-67
Special Projects & Programs	68-71
Professional Development Activities Report	72-95

Director's Annual Letter

As Director of the Southeast Cooperative I always look forward to the annual onsite visits to each of our districts. During the visits, the administrative and leadership teams of the districts share information concerning the services we offer that help the district the most and new services that we need to consider for the coming year. These robust discussions have brought about services that are needed by our districts.

The 2015-16 school year visits have brought up a topic that has no easy solution and no easy fix for our area. Every district we have visited has a true teacher shortage in several certification areas. The “Baby Boomer” teachers are going home and our districts cannot find qualified teachers to fill these positions. In early April 2016, we posted the list of job openings in our area schools. The listing was for ninety positions as of April 6, 2016. We have never posted that many open positions! No district was spared from the listing. If you are reading this and can teach 9-12 math, please let me know immediately because you may choose from a variety of locations to teach and you may start interviewing tomorrow.

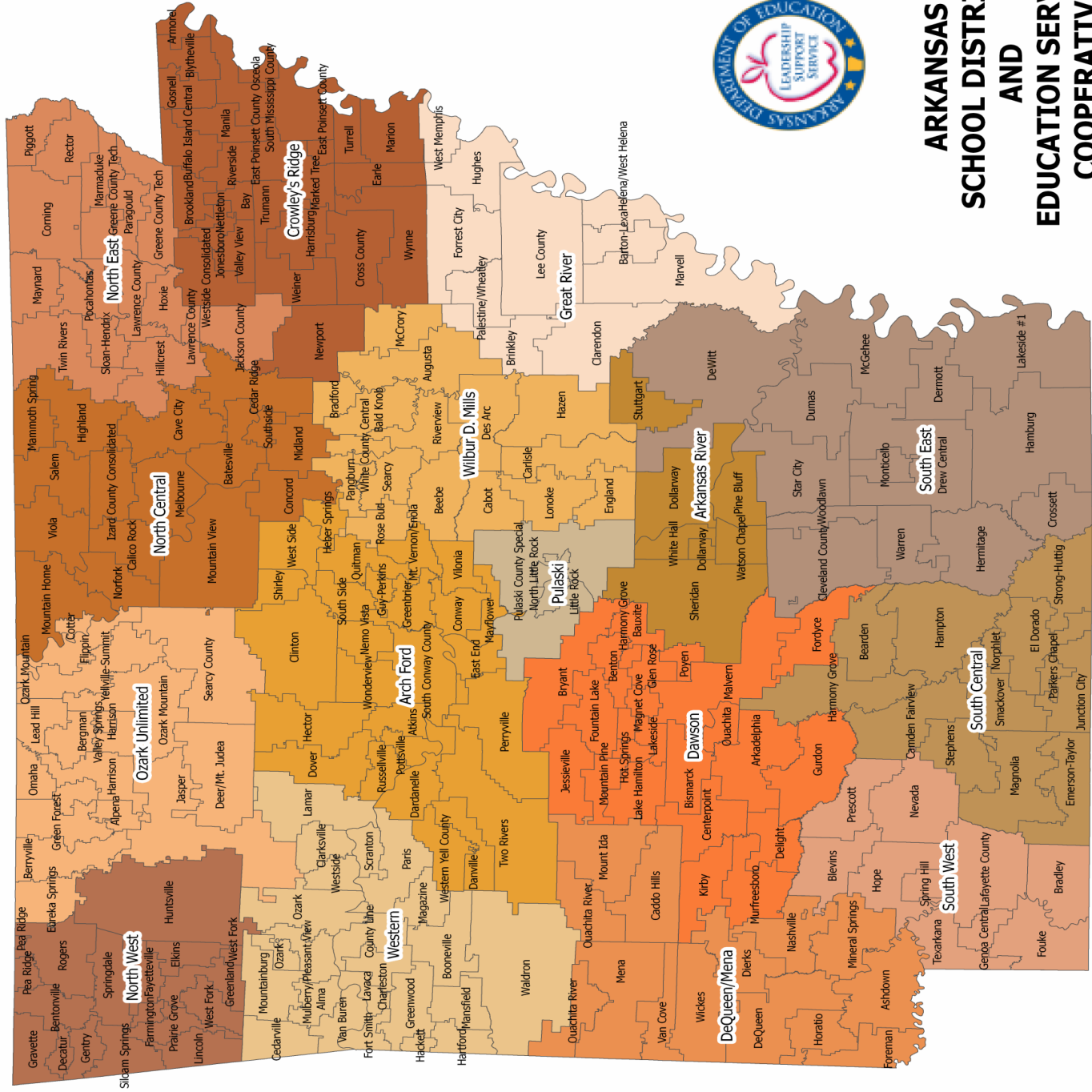
Our Co-op area has always utilized all the alternate routes provided to train and credential teachers provided by the state of Arkansas, APPEL, UAM partnerships, MAT programs and Teach for America. Our schools have been creative, innovative, and resourceful, but the districts still face a major teacher shortage. All of the traditional and non-traditional routes for training teachers have the lowest numbers enrolled since the start of these programs.

All the research studies agree that the biggest factor in student achievement is having a highly qualified teacher in every classroom. What a challenge our schools are facing for the 2016-2017 school year!



Karen Eoff

Director, Southeast Co-op



ARKANSAS SCHOOL DISTRICTS AND EDUCATION SERVICES COOPERATIVES

The mission of the Southeast Arkansas Education Service Cooperative is to support the schools in their mission to provide students with a world class education by providing the member schools with programs, shared services, professional development and opportunities for collaboration in a more effective and efficient manner than they could provide independently.

School Districts served in Southeast Education Service Cooperative

Cleveland County, Crossett, Dermott, DeWitt, Drew Central, Dumas, Hamburg, Hermitage, Lakeside, McGehee, Monticello, Star City, Warren, Woodlawn
--

Officers of the Board

Name	Position	School District
Billy Williams	President	Drew Central School District
Dr. Tracy Tucker	Secretary	Hermitage School District

Members of the Board

Name	Position	School District
Johnnie Johnson	Superintendent	Cleveland County School District
Gary Williams	Superintendent	Crossett School District
Kristi Ridgell	Superintendent	Dermott School District
Dr. Lynn Dardenne	Superintendent	Dewitt School District
Billy Williams	Superintendent	Drew Central School District
Kelvin Gragg	Superintendent	Dumas School District
Max Dyson	Superintendent	Hamburg School District
Dr. Tracy Tucker	Superintendent	Hermitage School District
Dr. Billy Admas	Superintendent	Lakeside School District
Thomas Gathen	Superintendent	McGehee School District
Sandra Lanehart	Superintendent	Monticello School District
Dr. Richard Montgomery	Superintendent	Star City School District
Bobby Acklin	Superintendent	Warren School District
Dudley Hume	Superintendent	Woodlawn School District

Teacher Center Committee

Each participating school district in the Southeast Education Service Cooperative will have one representative on the Teacher Center Committee. The ratio of classroom teachers to administrative/support personnel shall be as close to 2:1 as is possible. Each Committee member shall be elected for a term of three years.

Elementary Teacher Positions	Name	District	Term Expires
Teacher	Suzanne Roberts	Star City	Aug-16
Teacher	Verlin Butler	Lakeside	Aug-17
Teacher	Kristie Fowler	McGehee	Aug-18
Middle/Jr. High Teacher Positions	Name	District	Term Expires
Teacher	Paula McDuffee	Hamburg	Aug-16
Teacher		Dermott	Aug-18
Teacher	Rebecca Richards	Woodlawn	Aug-18
HS Teacher Positions	Name	District	Term Expires
Teacher	Rick Donham	Drew Central	Aug-17
Teacher	Clay Dollar	Dewitt	Aug-16
Admin Positions	Name	District	Term Expires
Admin	Letita Johnson	Cleveland County	Aug-16
Admin	Veronica Robinson	Crossett	Aug-17
Admin	Sandra Halley	Warren	Aug-17
Admin	Blake Abbott	Monticello	Aug-18
Admin	Mistie McGehee	Hermitage	Aug-18
Admin		Dumas	Aug-18

Education Service Cooperative (ESC) Annual Report

Date: 5/18/16 LEA#: 2220 ESC#: 2220

ESC Name: Southeast

Address: 1022 Scogin Drive

Phone Number: (870) 367-6848

Director: Karen Eoff

Teacher Center Coord: Rhonda Mullikin

Names of Counties Served: Arkansas, Ashley, Bradley, Chicot, Cleveland, Desha, Drew, and Lincoln

Number of Districts: 14 Number of Students: 16,871

Number of Teachers: 1,584

I. Governance

A. How is co-op governed? Board of Directors ☒ Or Executive Committee ☐

How many members on Board? 14

Executive Committee?

How many times did Board meet? 12

Executive Committee?

When is regular meeting? 2nd Wednesday of the month

Date of current year's annual meeting: May 18, 2016

B. Does co-op have Teacher Center Committee? Yes ☒ No ☐

If yes, then:

How many members on Teacher Center Committee? 14

How many members are teachers? 8

How many times did Teacher Center Committee meet? 3

When is regular meeting? 1 Fall, 2 Spring Semester Meetings

C. When was most recent survey/needs assessment conducted? April 2016

D. Have written policies been filed with the Arkansas Department of Education? Yes ☒ No ☐

II. Staffing

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

Southeast Arkansas Education Service Cooperative Employees 2015-2016

S=State, F=Federal, H=Head Start, M=Medicaid, P=Private Funding, B=Base Funds, D=District Allocations

* Name	Position	Funding Source	New Hire	Resigned
ABSTON, BARBARA	COMMUNITY RECREATION SER	S		
ADAMS, MANDIE	HIPPY PARAPRO - HAMBURG	S	X	
AIKEN, ASHLEY	MIT'S HELP DESK ASST	S	X	
AUSTIN, COPRESIA	HIPPY PARAPRO-CROSSETT	S		
BARNES, JULIE	ECH PARAPROS	S		X
BELL, JAMES	ADULT ED CAREER COACH	S	X	
BELVIN, REBECCA	EARLY COLLEGE HS INSTRUCTOR	S		
BENNETT, DANA	MIT'S NURSE	F		
BERRY, RENEE	HIPPY PARAPRO-CROSSETT	S		
BINKLEY, DIANA	SENIOR CITIZENS	S		X
BOLIN, TONIA	ECH TEACHER/ADMIN ASST	S		
BOLIN, REBECCA	AMERICORPS COORD SCH HLTH	F	X	
BOONE, LACHELLE	ECH INTERVENTION SPECIALIST	S		
BOOTH, LAWANDA	ECH PARAPROS	H		
BOYD, TRACI	HIPPY PARAPRO-DEWITT	S		

*	Name	Position	Funding Source	New Hire	Resigned
	BRANNEN, JOYCE	ECH ADMIN ASSISTANT	S		
	BRATTON, SUE	ECH PARAPROS	H		
	BROCKWELL, JACCI	HIPPY FIELD COORDINATOR	S		X
	BROOMFIELD, CORENE	HIPPY PARAPRO-MCGEHEE	S		
	BROWN, ANDRA	COMMUNITY SVC OFFICE SUPP	F		
	BUFFINGTON, JOSEPHINE	SPECIAL EDUCATION AREA SUPERVISOR			
*	BURGEIS, MEGAN	ECH PARAPROS	H		
	BURKE, BRYANNIA	MITTS LEAD CUST SERVICE REP	M		
	BURT, LYNDA	APSCN STUDENT FIELD ANALYST			
*	BUSBY, ROSELYN	FGP COORDINATOR	F		
	CAMERON, JOESPH	MAINTENANCE/OPERATION	S		
	CAMERON, KATHY	BUSINESS MANAGER	B		
	CAMPAGNA, DAWN	SP ED LEA SUPERVISOR	S		
	CANADY, SARAH	EARLY COLLEGE HS INSTRUCTOR	S		
	CANDELARIA, ROBERTO	ADULT ED CAREER COACH	S		X
	CAPPS, THEA	LITERACY SPECIALIST	S		
	CARPENTER, OLIVIA	CUSTODIAN	B		
	CARTER, HEATHER	MATH SPECIALIST	S		
	CARTER, JESSICA	HIPPY PARAPRO-WARREN	S		X
	CARTER, TONI	AECHS ADMIN ASST	S	X	
	CASTLEBERRY, SUSAN	HIPPY PARAPRO-WARREN	S		
	CATER, LINDA	SPECIAL CLASS 1:10/PARAPR	D		
	CAUSEY, LISA	HIPPY PARAPRO-MONTICELLO	S		
	CAVANESS, KATRINA	HIPPY COORDINATOR	S		
	CHAMBERS, CHRISTINA	ECH SPEECH THERAPIST	S		
	CHAMBERS, HOLLY	EDUCATIONAL EXAMINER	D		
	CINGOLANI, LORI	SCIENCE SPECIALIST	S		
	CLINES, JIMMIE ANNE	ECH PARAPROS	S		
	COOPER, JOY	ASST BUSINESS MANAGER	B		
	COURSON, BIANCA	ECH INTERVENTION SPECIALIST	S		
	CRAVEN, JERRI	AMERICORPS OFFICE MANAGER	F		
	DANIEL, RHONDA	SP ED LEA SUPERVISOR	D		
	DAVIS, ERIC CECIL	PT FACILITY/MAINTENANCE COORDINATOR	B	X	
	DAVIS, ERIC COLTON	PART TIME STUDENT WORKER	B	X	
	DEAVILA, MARIA	HISPANIC CAREER COACH	S		
	DENTON, HALEY	SPEECH PATHOLOGIST	D		
	DOGGETT, BETTY	SENIOR CITIZENS	S		
	DONALDSON, JEANIE	MITTS DIRECTOR	M		
	DUNN, GEORGE JR	TECHNOLOGY COORD/TECH	S		
	DUPREE, KATY	ECH INTERVENTION SPECIALIST	S		
	DURMON, LAURA	ECH SPEECH THERAPIST	S		
	EARLY, NANCY	SP ED LEA SUPERVISOR	D		
	EOFF, KAREN	DIRECTOR OF COOP	B		
	EUBANKS, ALLISON	PART TIME STUDENT WORKER	B	X	
	FARLEY, REINA	MITTS REIMBURSEMENT SPCLST	M		
	FIELDS, ROBYN	ECH SPEECH THERAPIST	S		
	FIVECOAT, GEORGINA	ECH OFFICE SUPPORT	S		
	FOWLER, CATHY	HIPPY PARAPRO-MCGEHEE	S		

*	Name	Position	Funding Source	New Hire	Resigned
	FREEMAN, KIMBERLY	ADULT ED PROGRAM SPECIALIST	S		
	FRISBY, KAREN	SP ED SUPERVISOR	D		
	FUNDERBURG, MELINDA	PAYROLL/HUMAN RESOURCES	B		
	GIFFORD, SUSAN	HIPPY OFFICE SUPPORT	S		
	GIFFORD, WHITNEY	MIT'S HELP DESK ASST	M		
	GORMAN, MARILYN	ECH PARAPROS	F		
	GORMAN, REGINA	EARLY COLLEGE HS INSTRUCTOR	S		
	GRIMES, CINDY	SP ED SUPERVISOR	D		
	HADDOX, CHRISTELLE	COOP ADMIN ASSISTANT	B		
	HARRELL, TELICIA	SENIOR CITIZENS	S		
	HARRIS, LACI	ACCOUNTS RECEIVABLE	B	X	
	HARVEY, PRISCILLA	HIPPY OFFICE SUPPORT	S		
	HAYES, JOSH	ADULT ED CAREER COACH	S		X
	HEMBREE, JAYE	ECH INTERVENTION SPECIALIST	S		
	HENRY, CELESTE	ADULT ED CAREER COACH	S		X
	HICKS, ELLORA	EARLY COLLEGE HS COORDINATOR	S		
	HILL, NORMAN	OTHER FISCAL SERVICES	B		X
	HILL, PAMELA	SPECIAL EDUCATION SECRETARY	D	X	
	HOGUE, CAROLYN	VI B - VISION SPECIALIST	F		
	HOLDERFIELD, SCOTTY	FACILITIES ASST COORDINAT	D		
	HOLLAND, J. RENEE	COMMUNITY SVC OFFICE SUPP	F		
	HOWARD, CANDACE	AMERICORPS FTI COORDINATOR	F		
	HUANTE, MINERVA	HIPPY PARAPRO-HAMBURG	S		
	JACKSON, ELNORA	HIPPY PARAPRO-DUMAS	S		
	JOHNSON, PEGGY	SENIOR CITIZENS	S		
	JONES, ERIN	MIT'S-PRG ADMIN-SCHOOL SER	M		X
	JONES, SHANDA	MINORITY TOBACCO GRANT COORD	S		X
	KEITH, KANDI	SP ED LEA SUPERVISOR	D		
	KELLEY, ALLISON	CAREER ED COORDINATOR	F		
	KILCREASE, TAMARA	ECH PARAPROS	F		
	KING, PEGGY	CUSTODIAN	B		
	LAMBERT, PAMELA	SPECIAL CLASS 1:10/PARAPRO	D		
	LANTRIP, FALON	PART TIME STUDENT WORKER	B	X	
	LAWRENCE, MARILYN	FACILITIES MANAGEMENT SECRETARY	D		
	LAWSON, TERESA	ECH PARAPROS	H		
	LEE, JON	ADULT ED CAREER COACH	S		
	LEONARD, REBECCA	ECH SPEECH THERAPIST	F		
	LLOYD, LISA	SENIOR CITIZENS	S		
	LOFTIS, NANCY	AALRC PROF DEV COR	S		
	LOVETT, MELISSA	HIPPY PARAPRO-HAMBURG	S		
	LOWRY, MAURISA	HIPPY PARAPRO-HAMBURG	S		
	MANN, JANA	ECH PARAPROS	F		
	MARTELLO, JEFF	DIRECTOR OF FISCAL SVCS OIS	S		
	MARTIN, DEBORAH	ECH PARAPROS	H		
	MCAFFRY, MELODY	ECH SPEECH THERAPIST	S		X
	MCCOLLUM, ALISHA	AALRC RECEPTIONIST	S		
	MCDONALD, MELANIE	ECH SPEECH THERAPIST	F		
	MCKINSTRY, JENNIFER	AECHS ADMIN ASST	S		

*	Name	Position	Funding Source	New Hire	Resigned
	MEEKS, ANELL	SPECIAL ED SEC/HAMBURG	D		
	MEEKS, STACEY	ECH INTERVENTION SPECIALIST	S		
	MERRITT, PENNY	HIPPY PARAPRO-DEWITT	S		
	MILTON, VERONICA	MIT'S HELP DESK ASST	M		
	MITCHELL, TAMMARA	EARLY COLLEGE HS INSTRUCTOR	S		
	MOMSEN, AMY	HIPPY PARAPRO-DUMAS	S		X
	MORMAN, KATHY	ECH SPEECH THERAPIST	S		
	MORRIS, GAIL	SP ED SECRETARY-DUMAS	D		X
	MULLIKIN, RHONDA	ASST DIR/TEACH CTR COORD	B		
	MUNNERLYN, AMBER	MIT'S HELP DESK ASST	M	X	
	MURRAY, JEANEEN	ECH PARAPROS	F		
	MYERS, KELLY	SPECIAL CLASS 1:10/PARAPR	D		
	NEU, KLAUS	AALRC MEDIA SPEC	S		
	NEWSOME, FRANK	ADULT ED CAREER COACH	S		X
	NEWTON, BECKY	HIPPY FIELD COORDINATOR	S		
	NICHOLS, STACY	ECH INTERVENTION SPECIALIST	S		
	O'NEAL, KIMBERLY	Drew Co. SPED Consortium Paraprofessional	S	X	
	ORTIZ, CLARE	HIPPY PAPAPRO-HERMITAGE	S		
	PALMER, JANICE	ECH PARAPROS	F		
	PATE, DEBORAH	ADULT ED CAREER COACH	S		
	PATRICK, EVAN	TECHNOLOGY COORD/TECH	S		
	PEARSON, TOCCARA	AALRC ADMINISTRATIVE ASSISTANT	S		
	PENNEY, CLARA	BEHAVIOR SUPPORT SPECIALIST	F		
	PENNINGTON, ANDEE	ECH INTERVENTION SPECIALIST	S		
	PESARESI, KIMBERLY	AMERICORPS FUTURE TEACHER INIT	F		
	PINKUS, KRYSTAL	ECH SPEECH THERAPIST	F		
	POLLAN, ROBERT	AALRC COMP TECH	S		
	PRESTON, ANDREA	ECH INTERVENTION SPECIALIST	S		
	PRICE, CRYSTAL	DREW CO SPED CONSORTIUM NURSE	D	X	
	PRUITT, VICKIE	HIPPY PARAPRO-CROSSETT	S		
	RAMIREZ, JENNIFER	EARLY COLLEGE HS INSTRUCTOR	S		
	RANDOLPH, KAREN	TRANSITION CONSULTANT	F		
	RHODES, SHANIQUE	HIPPY PARAPRO-WARREN	S		
	RHODES, WANDA	HIPPY PARAPRO-WARREN	S		
	ROBERSON, LYDIA	MIT'S OFFICE MANAGER	M		
	ROBERTS, KAREN	COOP ADMIN ASSISTANT	B		
	RODRIGUEZ, ELITANIA	HIPPY PARAPRO-DUMAS	S		
	ROWLETT, JACQUELINE	APSCN FINANCIAL FIELD ANALISIST			
*	ROWLAND, JENNIFER	NURSING	D		X
	RUSH, EMILY	HIPPY PARAPRO - MONTICELLO	S	X	
	SADLER, J. MICHELE	ECH COORDINATOR	S		
	SADLER, KATHERINE	LITERACY SPECIALIST	S		
	SADOVSKY, ADRIENNE	EARLY COLLEGE HS INSTRUCTOR	S		
	SAFFOLD, MISTYE	ECH INTERVENTION SPECIALIST	S		
	SATTERLEE, JENNY	AMERICORP COORD	F		
	SAVAGE, SANDRA	BUSINESS MANAGER	B		X
	SESSIONS, JUDY	ECH PARAPROS	H		
	SHEPHERD, JAYE	ECH INTERVENTION SPECIALIST	S		

*	Name	Position	Funding Source	New Hire	Resigned
	SHRUM, ANDREA	ECH SPEECH THERAPIST	S	X	
	SIMS, KATIE	MEDIA/PRINT SHOP COORDINATOR	B		
	SKAGGS, JONATHAN	EARLY COLLEGE HS INSTRUCTOR	S		
	SMITH, DAVID	EARLY COLLEGE HS INSTRUCTOR	S		
	SMITH, JAMIE	ECH PARAPROS	H		X
	SMITH, KASEY	SPECIAL CLASS 1:10/TEACHER	D		
	SMITH, VONDA	SPECIAL CLASS 1:10/TEACHER	D		
	SPAIN, LADONNA	ACSIP SUPERVISOR			
*	SPAKES, DONNIE	SENIOR CITIZENS	S		
	SPENCER, CHRISTINE	SENIOR CITIZENS	S		
	STARKS, TRACY	MITTS STUDENT HLTH RSC OFC	M		
	STELL, LAURA	HIPPY FIELD COORDINATOR	S	X	
	STREETER, JANICE	DIRECTOR OF LEARNING SVCS OIS	S		
	TATE, KATRINA	ADULT ED CAREER COACH	S		
	TAYLOR, MARSHA	AALRC DIRECTOR	S		
	THORNTON, LENITA	ECH INTERVENTION SPECIALIST	S		
	THURMAN, TAMELA	ADULT ED CAREER COACH	S		
	TOLBERT, ANDREW	SUPERINTENDENT OF OIS	S		
	TRANHAM, NANCY	SPEECH CLERICAL ASSISTANT	B		
	TREADWELL, RENEE	GIFTED & TALENTED	B		
	TUCKER, SHEENA	ECH PARAPROS	H		
	TYRONE, CASEY	HIPPY FIELD COORDINATOR	S		
	TYSON, PATRICIA	ECH INTERVENTION SPECIALIST	S		
	VANDERZWALM, FRAN	SP ED SECRETARY-WARREN	D		
	VILLARREAL, CYNTHIA	SENIOR CITIZENS	S	X	
	WALDRUP, CHARLOTTE	ECH INTERVENTION SPECIALIST	S		
	WAXLEY, TYLER	PART TIME STUDENT WORKER	B	X	
	WEBB, KAREN	ECH INTERVENTION SPECIALIST	S		
	WHEELER, MONICA	EARLY COLLEGE HS INSTRUCTOR	S		
	WHITE, PATRICIA	AALRC/LD PROJECT MANAGER	S		
	WHITEHURST, ROSE	PRINT SHOP SPECIALIST	B		X
	WILLIAMS, LOLA	SENIOR CITIZENS	S		X
	WILLIAMS, RHONDA	EARLY COLLEGE HS INSTRUCTOR	S		
	WILMOTH, ASHLEY	HIPPY PARAPRO-DREW CENTRAL	S		
	WOODARD, SHANTIA	Drew Co. SPED Consortium Paraprofessional	D	X	
	YOUNG, BLAKELEE	EARLY CHILDHOOD SPEECH THERAPY ASST	S	X	

III. Teacher Center

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts anticipating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. **(See Professional Development Activities Report attached)**

A. Does co-op provide media services to schools? Yes ☒ No ☐
Approximate number of titles in media center 804
Does co-op provide delivery to district? Yes ☐ No ☒
How many districts participate in media program? 14
How many titles (including duplicate counts) were provided to schools during the current year? 0
Do districts contribute dollars to media services? Yes ☐ No ☒
If yes, then:
How are media charges per district determined (formula or per ADM)?
Please describe: _____
Does co-op operate a "make-and-take" center for teachers? Yes ☒ No ☐
If yes, then:
How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once.) 198

IV. Administrative Services

Please check administrative services offered through the co-op:

- ☒ Cooperative purchasing
- ☒ Conduct Annual Needs Assessment/Planning Assistance
- ☒ Special Education Services
- ☒ Gifted and Talented assistance
- ☒ Grant writing assistance
- ☐ Personnel applications
- ☒ Assist/Support with Evaluation procedures (OSR, ACSIP Monitoring, GT Evaluation, etc.)
- ☐ Migrant student identification
- ☒ Bookkeeping assistance
- ☒ Technology training
- ☒ Curriculum support (Common Core State Standards)
- ☒ Business Management Training
- ☒ Computer Technician
- ☐ C.C.R.P.P. Administration/Collaboration
- ☒ E-Rate Applications
- ☒ Assessment Data Analysis
- ☒ Instructional Facilitator Training
- ☐ Target Iterim Assessments
- ☒ Math/Science/Literacy Specialists
- ☒ Numerous Professional Staff Development Opportunities for Teachers
- ☒ Administrator and Local Board Member Training
- ☒ Other (please specify)
- ☒ Paraprofessional Testing
- ☒ Digital Fingerprinting
- ☒ Printing Services
- ☒ Financial Planning
- ☒ Facilities Management
- ☒ MITS

V. Direct Services to Students

Please check the student services provided through the co-op:

- ☒ Student Assessment Program
- ☒ Itinerant Teachers - Please list areas: (ECSE, SPED, etc.)
- ☒ Speech Pathology Services
- ☒ Occupational Therapy and Physical Therapy
- ☒ Transition Assistance
- ☒ Mentor Programs (Ex. Foster Grandparents)
- ☒ Gifted and Talented Programs
- ☒ Digital Instruction (Ex. iTunes U, podcasts)
- ☒ HIPPPY
- ☒ Low Incidence Handicapped (Vision/Hearing)
- ☒ Other (please specify)
- ☒ Nursing Services
- ☒ Quiz Bowl - Elementary & Jr. High
- ☒ Technology Fair - Grades 4-6
- ☒ Roller-Coaster Challenge & Chess Tournament

VI. Anecdotal Reports

Please list below three or four descriptions of activities which demonstrate partnerships, cooperative agreements or creative ways that the co-op has assisted local districts. Co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

Classroom Management Consortium

The Classroom Management Consortium Consultant, trained and coached 52 individual K-12 classroom teachers, facilitated workshops for 10 school in the cooperative area, made 25 site visits at 11 different schools, and worked four days training in-house at the Southeast Educational Service Cooperative. While working with individual teachers, time was spent observing, debriefing, and coaching. All teachers were provided with specific techniques tailored to their classroom needs. Following each visit, a debriefing was held with the principals to share the findings and formulate the next step for the individual teacher. If needed, a follow-up visit was scheduled. During the full staff trainings for districts and the Cooperative, teachers and administrators were given classroom management strategies and techniques centered on Domain 2 of the TESS model. The trainings were interactive, practical and assisted teachers by incorporating real-life classroom situations.

Comprehensive Literacy Consortium

The Southeast Arkansas Comprehensive Literacy Consortium was developed based on literacy needs in the Co-op. All fourteen districts participate in the consortium. In the first year, the Comprehensive Literacy Consortium focused attention on professional development in the elements of comprehensive literacy for the principals of K-5 schools. Future plans include intensive professional development for teachers in the elements of comprehensive literacy with follow-up sessions and school support. The goal is to have every K-5 teacher trained in comprehensive literacy and this will be an on-going consortium that will encompass K-12 over time.

Instructional Technology Consortium

The Instructional Technology Consortium is in its second year of operation with ten districts participating. Thirty Instructional Technology Coaches were trained. The consortium was formed to train an Instructional technology coach, that would train and assist teachers in further integrating technology in the classroom. Each coach received a spherio, makey shop, Little Bits, and Powis equipment. There were four sessions held and Harry Dickens was the instructor. The consortium will continue in 2016-2017.

- Technology coaches will develop and inspire a shared vision for a comprehensive integration of technology.
- Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous learning experiences for all students.
- Technology coaches create and support digital age learning environments.
- Technology coaches conduct needs assessments, develop technology related professional development, and evaluate the impact on instructional practice and student learning.
- Technology coaches model and promote digital citizenship.
- Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning.

Instructional (Literacy) Facilitation

The Southeast Arkansas Literacy Facilitation was developed from the ADE Literacy Decision Makers to inform the literacy leads in a district about current issues and trends in literacy education. Thirteen of the fourteen districts participate in this project by sending a literacy facilitator, instructional facilitator, or a lead teacher to receive intensive training in literacy content, curriculum alignment, assessment, and coaching strategies to monthly meetings at the Co-op. The literacy leads then build literacy capacity in these areas in their local school district. This program is entering the ninth year. Literacy Facilitation will continue next year.

Math Consortium

The Southeast Arkansas Math Consortium was developed to improve the teaching and learning process in mathematics in K-12. Thirteen districts participate in this project. Each district selected math coaches to receive intensive training in math content, curriculum alignment, assessment, and instructional process delivery at monthly training sessions at the Co-op. The math coaches then develop math capacity in these areas back in their local school district. This program is entering the ninth year. This year, the emphasis has been on developing curriculum documents for each grade level. Each grade has developed a set of units that are sequenced for the school year. Dr. Linda Griffith has reviewed, revised and edited each document. As part of the Math Consortium, the Co-op has also provided extensive training and follow up sessions in Cognitive Guided Instruction for year one, two and three. The goal is for every teacher in the Southeast Cooperative K-2 to be trained in Cognitive Guided Instruction. Extending Children's Mathematics (ECM I & II) for grades (3-6) was offered in the summer of 2015 with 3 follow-up days during the school year. ECM focuses on understanding fractions and decimals. CMP 3 training was provided to support districts implementing the Connected Math Project for grades 6-8.

Science Consortium

The first and only consortium of its kind for Arkansas in science, this project was developed to prepare the science education leadership for participating districts. Each district in the consortium selected and enrolled science teachers in this inquiry based, innovative program at the Cooperative. The group is known as the Science Job-Alike and is in year nine for participating schools. The participating teachers were from the consortium schools and were lead teachers who are innovative and willing to provide support in science for the district. Instruction focused on best practices, affordable and meaningful labs, and networking with fellow science teachers. Effective teaching practices are discussed at each meeting with teachers modeling expectations for the classroom. AR Standards, ACT Aspire, and the AR K-12 Science Standards are the newest additions to the agenda. The Consortium started nine years ago with approximately 20 teachers. The focus of each year combines the most current science topics with current state initiatives such as MDC, LDC, Common Core and Assessment. Administrative reporting has revealed teachers are showing more enthusiasm and energy in lessons and conducting more hands on labs in classes K-12. This year a special focus has been placed on writing "Conceptual Flows" for the new science performance expectations to better prepare for a richer learning of content and a student centered classroom. TESS evidence and formative assessments have also been a big focus. Research documentation provided to teachers to support monthly agendas. The program was a success and will continue next year.

VII. Employment Policies and Practices

Act 610 of 1989 requires that each educational cooperative report the following information.

Employed

Number of new males employed by the cooperative for the 2014-2015 school year.

4

For this number above, please provide the number in each of the following racial classifications:

3 White
1 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2014-2015 school year.

16

For this number above, please provide the number in each of the following racial classifications:

13 White
3 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Terminated

Number of males terminated by the cooperative during the 2014-2015 school year.

5

For this number above, please provide the number in each of the following racial classifications:

2 White
2 African American
1 Hispanic
 Asian
 American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2014-2015 school year.

15

For this number above, please provide the number in each of the following racial classifications:

11 White
2 African American
2 Hispanic
 Asian
 American Indian/Alaskan Native

Seeking Employment

Number of males seeking employment by the cooperative during the 2014-2015 school year.

4

For this number above, please provide the number in each of the following racial classifications:

3 White
1 African American
 Hispanic
 Asian
 American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2014-2015 school year.

35

For this number above, please provide the number in each of the following racial classifications:

31 White
3 African American
1 Hispanic
 Asian
 American Indian/Alaskan Native

Arkansas Department of Education/Medicaid in the Schools

Certified/Classified Professional Salary Guide

2015-2016

This schedule is based on 250 days. Employees working less than 250 days will have their salary appropriately adjusted on a per day basis.

Employees on this schedule are required to hold a Certificate from the State Department which is necessary for their position or possess a minimum of a BA and serve in a supervisory role and/or manage a grant/budget or be designated by the director as a specialized highly skilled area.

Step	Experience	250 Days BA/ HIGHLY SKILLED	250 Days M
1	0	\$36,833.33	\$42,358.33
2	1	\$37,436.46	\$43,028.13
3	2	\$38,039.59	\$43,697.93
4	3	\$38,642.72	\$44,367.73
5	4	\$39,245.85	\$45,037.53
6	5	\$39,848.98	\$45,707.33
7	6	\$40,452.11	\$46,377.13
8	7	\$41,055.24	\$47,046.93
9	8	\$41,658.37	\$47,716.73
10	9	\$42,261.50	\$48,386.53
11	10	\$42,864.63	\$49,056.33
12	11	\$43,467.76	\$49,726.13
13	12	\$44,070.89	\$50,395.93
14	13	\$44,674.02	\$51,065.73
15	14	\$45,277.15	\$51,735.53
16	15	\$45,880.28	\$52,405.33
17	16	\$46,483.41	\$53,075.13
18	17	\$47,086.54	\$53,744.93
19	18	\$47,689.67	\$54,414.73
20	19	\$48,292.80	\$55,084.53
20	19	\$48,895.93	\$55,754.33
21	20	\$49,499.06	\$56,424.13
22	21	\$50,102.19	\$57,093.93
23	22	\$50,705.32	\$57,763.73
24	22	\$51,308.45	\$58,433.53
25	22	\$51,911.58	\$59,103.33
26	22	\$52,514.71	\$59,773.13
27	22	\$53,117.84	\$60,442.93
28	22	\$53,720.97	\$61,112.73
29	22	\$54,324.10	\$61,782.53

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, the employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

The steps in this schedule are based upon coop experience in a particular job area unless special exceptions are recommended by the director and approved by the board. Additionally, placement at a particular step may also be determined by attainment of a college degree which might be a requirement for a particular level. If a college degree is required for a particular level, then the experience in that particular level would start accumulating the immediate fiscal year after the degree is obtained.

**Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.

MITs Health Services Nurse 1.6968325

ARMAC Specialist .9034108

ARMAC Specialist .9316114

Health Resource Officer 1.5746681

Program Administrator School Services 1.262486

MITs Director 1.5792610

Arkansas Department of Education/Medicaid in the Schools
SUPPORT STAFF SALARY GUIDE
2015-2016

This schedule is based on 250 days. Employees working less than 250 days will have their salary appropriately adjusted on a per day basis.

STEP	EXPERIENCE	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
1	0	\$16,640.00	\$17,369.79	\$19,830.73	\$23,932.29	\$27,213.54	\$34,869.79
2	1	\$17,186.88	\$17,916.67	\$20,377.61	\$24,479.17	\$27,760.42	\$35,416.67
3	2	\$17,733.76	\$18,463.55	\$20,924.49	\$25,026.05	\$28,307.30	\$35,963.55
4	3	\$18,280.64	\$19,010.43	\$21,471.37	\$25,572.93	\$28,854.18	\$36,510.43
5	4	\$18,827.52	\$19,557.31	\$22,018.25	\$26,119.81	\$29,401.06	\$37,057.31
6	5	\$19,374.40	\$20,104.19	\$22,565.13	\$26,666.69	\$29,947.94	\$37,604.19
7	6	\$19,921.28	\$20,651.07	\$23,112.01	\$27,213.57	\$30,494.82	\$38,151.07
8	7	\$20,468.16	\$21,197.95	\$23,658.89	\$27,760.45	\$31,041.70	\$38,697.95
9	8	\$21,015.04	\$21,744.83	\$24,205.77	\$28,307.33	\$31,588.58	\$39,244.83
10	9	\$21,561.92	\$22,291.71	\$24,752.65	\$28,854.21	\$32,135.46	\$39,791.71
11	10	\$22,108.80	\$22,838.59	\$25,299.53	\$29,401.09	\$32,682.34	\$40,338.59
12	11	\$22,655.68	\$23,385.47	\$25,846.41	\$29,947.97	\$33,229.22	\$40,885.47
13	12	\$23,202.56	\$23,932.35	\$26,393.29	\$30,494.85	\$33,776.10	\$41,432.35
14	13	\$23,749.44	\$24,479.23	\$26,940.17	\$31,041.73	\$34,322.98	\$41,979.23
15	14	\$24,296.32	\$25,026.11	\$27,487.05	\$31,588.61	\$34,869.86	\$42,526.11
16	15	\$24,843.20	\$25,572.99	\$28,033.93	\$32,135.49	\$35,416.74	\$43,072.99
17	16	\$25,390.08	\$26,119.87	\$28,580.81	\$32,682.37	\$35,963.62	\$43,619.87
18	17	\$25,936.96	\$26,666.75	\$29,127.69	\$33,229.25	\$36,510.50	\$44,166.75
19	18	\$26,483.84	\$27,213.63	\$29,674.57	\$33,776.13	\$37,057.38	\$44,713.63
20	19	\$27,030.72	\$27,760.51	\$30,221.45	\$34,323.01	\$37,604.26	\$45,260.51
21	20	\$27,577.60	\$28,307.39	\$30,768.33	\$34,869.89	\$38,151.14	\$45,807.39
22	21	\$28,124.48	\$28,854.27	\$31,315.21	\$35,416.77	\$38,698.02	\$46,354.27
23	22	\$28,671.36	\$29,401.15	\$31,862.09	\$35,963.65	\$39,244.90	\$46,901.15
24	23	\$29,218.24	\$29,948.03	\$32,408.97	\$36,510.53	\$39,791.78	\$47,448.03
25	24	\$29,765.12	\$30,494.91	\$32,955.85	\$37,057.41	\$40,338.66	\$47,994.91
26	25	\$30,312.00	\$31,041.79	\$33,502.73	\$37,604.29	\$40,885.54	\$48,541.79
27	26	\$30,858.88	\$31,588.67	\$34,049.61	\$38,151.17	\$41,432.42	\$49,088.67
28	27	\$31,405.76	\$32,135.55	\$34,596.49	\$38,698.05	\$41,979.30	\$49,635.55
29	28	\$31,952.64	\$32,682.43	\$35,143.37	\$39,244.93	\$42,526.18	\$50,182.43

LEVEL I - Entry level position that provides secretarial/clerical support

LEVEL II - Position for program support personnel

LEVEL III - Advanced position with a minimum two year degree or equivalent job specific experience in a specialized field

LEVEL IV - Managerial position with a minimum two year degree or equivalent job specific experience in a specialized field

LEVEL V - Highly skilled position with expertise in a specialized field with a minimum four year degree or equivalent job specific experience in a specialized field

LEVEL VI - Supervisory position that manages a program area and/or supervises office personnel with minimum four year degree or equivalent job specific experience

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

The steps in this schedule are based upon coop experience in a particular job area unless special exceptions are recommended by the director and approved by the board. Additionally, placement at a particular step may also be determined by attainment of a college degree which might be a requirement for a particular level. If a college degree is required for a particular level, then the experience in that particular level would start accumulating the immediate fiscal year after the degree is obtained.

****Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.**

Southeast Arkansas Education Service Cooperative
Early College High School Teacher Salary Guide
(Based on 200 Days)
2015-2016

Employees must hold a Certificate from the State Department that is necessary for their position.

Step	Years Experience	Masters	Doctorate
1	0	\$45,400.00	\$48,400.00
2	1	\$46,400.00	\$49,400.00
3	2	\$47,400.00	\$50,400.00
4	3	\$48,400.00	\$51,400.00
5	4	\$48,900.00	\$51,900.00
6	5	\$49,400.00	\$52,400.00
7	6	\$49,900.00	\$52,900.00
8	7	\$50,400.00	\$53,400.00
9	8	\$50,900.00	\$53,900.00
10	9	\$51,400.00	\$54,400.00
11	10	\$51,900.00	\$54,900.00
12	11	\$52,400.00	\$55,400.00
13	12	\$52,900.00	\$55,900.00
14	13	\$53,400.00	\$56,400.00
15	14	\$53,900.00	\$56,900.00
16	15	\$54,400.00	\$57,400.00
17	16	\$54,900.00	\$57,900.00
18	17	\$55,400.00	\$58,400.00
18	17	\$55,400.00	\$58,900.00
19	18	\$55,900.00	\$59,400.00
20	19	\$56,400.00	\$59,900.00
21	20	\$56,900.00	\$60,400.00
22	21	\$57,400.00	\$60,900.00
23	22	\$57,900.00	\$61,400.00
24	23	\$58,400.00	\$61,900.00
25	24	\$58,900.00	\$62,400.00
26	25	\$59,400.00	\$62,900.00
27	26	\$59,900.00	\$63,400.00
28	27	\$60,400.00	\$63,900.00
29	28	\$60,900.00	\$64,400.00

The steps in this schedule are based on co-op experience.

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

****Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.**

Southeast Arkansas Education Service Cooperative
Drew County Consortium Paraprofessional Salary Guide
(Based on 185 Days)
2015-2016

Step	Experience	High School Graduate
1	0	\$11,309.00
2	1	\$11,472.00
3	2	\$11,635.00
4	3	\$11,798.00
5	4	\$11,961.00
6	5	\$12,124.00
7	6	\$12,287.00
8	7	\$12,450.00
9	8	\$12,613.00
10	9	\$12,776.00
11	10	\$12,939.00
12	11	\$13,102.00
13	12	\$13,265.00
14	13	\$13,428.00
15	14	\$13,591.00
16	15	\$13,754.00
17	16	\$13,917.00
18	17	\$14,080.00
19	18	\$14,243.00
20	19	\$14,406.00
21	20	\$14,569.00
22	21	\$14,732.00
23	22	\$14,895.00
24	23	\$15,058.00
25	24	\$15,221.00
26	25	\$15,384.00
27	26	\$15,547.00
28	27	\$15,710.00
29	28	\$15,873.00

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

**Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.

Southeast Arkansas Education Service Cooperative
Early Childhood Intervention Specialist Salary Guide
(Based on 190 Days)
2015-2016

Step	Years Experience	Bachelor	Master
1	0	\$31,000.00	\$35,650.00
2	1	\$31,500.00	\$36,160.00
3	2	\$32,000.00	\$36,670.00
4	3	\$32,500.00	\$37,180.00
5	4	\$33,000.00	\$37,690.00
6	5	\$33,500.00	\$38,200.00
7	6	\$34,000.00	\$38,710.00
8	7	\$34,500.00	\$39,220.00
9	8	\$35,000.00	\$39,730.00
10	9	\$35,500.00	\$40,240.00
11	10	\$36,000.00	\$40,750.00
12	11	\$36,500.00	\$41,260.00
13	12	\$37,000.00	\$41,770.00
14	13	\$37,500.00	\$42,280.00
15	14	\$38,000.00	\$42,790.00
16	15	\$38,500.00	\$43,300.00
17	16	\$38,918.00	\$43,718.00
18	17	\$39,336.00	\$44,136.00
19	18	\$39,754.00	\$44,554.00
20	19	\$40,172.00	\$44,972.00
21	20	\$40,590.00	\$45,390.00
22	21	\$41,008.00	\$45,808.00
23	22	\$41,426.00	\$46,226.00
24	23	\$41,844.00	\$46,644.00
25	24	\$42,262.00	\$47,062.00
26	25	\$42,680.00	\$47,480.00
27	26	\$43,098.00	\$47,898.00
28	27	\$43,516.00	\$48,316.00
29	28	\$43,934.00	\$48,734.00

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

****Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, and hospital confinement.**

Southeast Arkansas Education Service Cooperative
Early Childhood Paraprofessional Salary Guide
(Based on 190 Days)
2015-2016

Step	Yrs. Experience	Salary
1	0	\$14,466.00
2	1	\$14,673.00
3	2	\$14,879.00
4	3	\$15,086.00
5	4	\$15,293.00
6	5	\$15,500.00
7	6	\$15,706.00
8	7	\$15,913.00
9	8	\$16,120.00
10	9	\$16,326.00
11	10	\$16,533.00
12	11	\$16,740.00
13	12	\$16,946.00
14	13	\$17,153.00
15	14	\$17,360.00
16	15	\$17,567.00
17	16	\$17,773.00
18	17	\$17,980.00
19	18	\$18,187.00
20	19	\$18,393.00
21	20	\$18,600.00
22	21	\$18,807.00
23	22	\$19,014.00
24	23	\$19,221.00
25	24	\$19,428.00
26	25	\$19,635.00
27	26	\$19,842.00
28	27	\$20,049.00
29	28	\$20,256.00

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

**Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.

Southeast Arkansas Education Service Cooperative
HIPPY Homebased Educator Paraprofessional Salary Guide
(Based on 190 Days)
2015-2016

Step	Yrs. Experience	High School Graduate	CDA	Associate
1	0	\$14,680.00	\$17,333.00	\$18,986.00
2	1	\$14,945.00	\$17,598.00	\$19,251.00
3	2	\$15,210.00	\$17,863.00	\$19,516.00
4	3	\$15,475.00	\$18,128.00	\$19,781.00
5	4	\$15,740.00	\$18,393.00	\$20,046.00
6	5	\$16,005.00	\$18,658.00	\$20,311.00
7	6	\$16,270.00	\$18,923.00	\$20,576.00
8	7	\$16,535.00	\$19,188.00	\$20,841.00
9	8	\$16,800.00	\$19,453.00	\$21,106.00
10	9	\$17,065.00	\$19,718.00	\$21,371.00
11	10	\$17,330.00	\$19,983.00	\$21,636.00
12	11	\$17,595.00	\$20,248.00	\$21,901.00
13	12	\$17,860.00	\$20,513.00	\$22,166.00
14	13	\$18,125.00	\$20,778.00	\$22,431.00
15	14	\$18,390.00	\$21,043.00	\$22,696.00
16	15	\$18,655.00	\$21,308.00	\$22,961.00
17	16	\$18,920.00	\$21,573.00	\$23,226.00
18	17	\$19,185.00	\$21,838.00	\$23,491.00
19	18	\$19,450.00	\$22,103.00	\$23,756.00
20	19	\$19,715.00	\$22,368.00	\$24,021.00
21	20	\$19,980.00	\$22,633.00	\$24,286.00
22	21	\$20,245.00	\$22,898.00	\$24,551.00
23	22	\$20,510.00	\$23,163.00	\$24,816.00
24	23	\$20,775.00	\$23,428.00	\$25,081.00
25	24	\$21,040.00	\$23,693.00	\$25,346.00
26	25	\$21,305.00	\$23,958.00	\$25,611.00
27	26	\$21,570.00	\$24,223.00	\$25,876.00
28	27	\$21,835.00	\$24,488.00	\$26,141.00
29	28	\$22,100.00	\$24,753.00	\$26,406.00

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

**Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.

SOUTHEAST ARKANSAS EDUCATION SERVICE COOP

Certified/Classified Professional Salary Guide

2015-2016

This schedule is based on 240 days. Employees working less than 240 days will have their salary appropriately adjusted on a per day basis.

Employees on this schedule are required to hold a Certificate from the State Department which is necessary for their position or possess a minimum of a BA and serve in a supervisory role and/or manage a grant/budget or be designated by the director as a specialized highly skilled area.

Step	Experience	240 Days BA/ HIGHLY SKILLED	240 Days M
1	0	\$35,360.00	\$40,664.00
2	1	\$35,939.00	\$41,307.00
3	2	\$36,518.00	\$41,950.00
4	3	\$37,097.00	\$42,593.00
5	4	\$37,676.00	\$43,236.00
6	5	\$38,255.00	\$43,879.00
7	6	\$38,834.00	\$44,522.00
8	7	\$39,413.00	\$45,165.00
9	8	\$39,992.00	\$45,808.00
10	9	\$40,571.00	\$46,451.00
11	10	\$41,150.00	\$47,094.00
12	11	\$41,729.00	\$47,737.00
13	12	\$42,308.00	\$48,380.00
14	13	\$42,887.00	\$49,023.00
15	14	\$43,466.00	\$49,666.00
16	15	\$44,045.00	\$50,309.00
17	16	\$44,624.00	\$50,952.00
18	17	\$45,203.00	\$51,595.00
19	18	\$45,782.00	\$52,238.00
20	19	\$46,361.00	\$52,881.00
21	20	\$46,940.00	\$53,524.00
22	21	\$47,519.00	\$54,167.00
23	22	\$48,098.00	\$54,810.00
24	23	\$48,677.00	\$55,453.00
25	24	\$49,256.00	\$56,096.00
26	25	\$49,835.00	\$56,739.00
27	26	\$50,414.00	\$57,382.00
28	27	\$50,993.00	\$58,025.00
29	28	\$51,572.00	\$58,668.00

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, the employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

The steps in this schedule are based upon coop experience in a particular job area unless special exceptions are recommended by the director and approved by the board. Additionally, placement at a particular step may also be determined by attainment of a college degree which might be a requirement for a particular level. If a college degree is required for a particular level, then the experience in that particular level would start accumulating the immediate fiscal year after the degree is obtained.

****Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.**

*****The director is provided a car for personal and business use.**

SOUTHEAST ARKANSAS EDUCATION SERVICE COOP
SPEECH THERAPIST SALARY GUIDE
2015-2016

Step	Experience	MSE 190 Day w/o C's	MSE 190 Day w/ C's
1	0	\$41,187.00	\$44,494.00
2	1	\$41,737.00	\$45,044.00
3	2	\$42,287.00	\$45,594.00
4	3	\$42,837.00	\$46,144.00
5	4	\$43,387.00	\$46,694.00
6	5	\$43,937.00	\$47,244.00
7	6	\$44,487.00	\$47,794.00
8	7	\$45,037.00	\$48,344.00
9	8	\$45,587.00	\$48,894.00
10	9	\$46,137.00	\$49,444.00
11	10	\$46,687.00	\$49,994.00
12	11	\$47,237.00	\$50,544.00
13	12	\$47,787.00	\$51,094.00
14	13	\$48,337.00	\$51,644.00
15	14	\$48,887.00	\$52,194.00
16	15	\$49,437.00	\$52,744.00
17	16	\$49,987.00	\$53,294.00
18	17	\$50,537.00	\$53,844.00
19	18	\$51,087.00	\$54,394.00
20	19	\$51,637.00	\$54,944.00
21	20	\$52,187.00	\$55,494.00
22	21	\$52,737.00	\$56,044.00
23	22	\$53,287.00	\$56,594.00
24	23	\$53,837.00	\$57,144.00
25	24	\$54,387.00	\$57,694.00
26	25	\$54,937.00	\$58,244.00
27	26	\$55,487.00	\$58,794.00
28	27	\$56,037.00	\$59,344.00
29	28	\$56,587.00	\$59,894.00

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

Experience for the speech therapy salary schedule is granted for all speech therapy experience done in any Arkansas Public School. Additional experience may be granted by special approval of the Coop Board.

****Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.**

Southeast Arkansas Education Service Cooperative
Student Worker Salary Guide
2015-2016

Per §6-17-2203, a full-time classified employee shall not receive an hourly rate of compensation less than \$6.25 per hour. No classified employee's hourly rate of compensation shall be reduced as a result of this subchapter. Beginning July 1, 2003, and each year thereafter, the minimum hourly rate provided in this subchapter shall be increased by a percentage equal to the percentage increase of the consumer price index.

High School Student Worker
\$7.55

College Student Worker
\$8.91

SOUTHEAST ARKANSAS EDUCATION SERVICE COOP
SUPPORT STAFF SALARY GUIDE
2015 - 2016

This schedule is based on 240 days. Employees working less than 240 days will have their salary appropriately adjusted on a per day basis.

STEP	EXPERIENCE	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
1	0	\$14,785.00	\$16,675.00	\$19,038.00	\$22,975.00	\$26,125.00	\$33,475.00
2	1	\$15,310.00	\$17,200.00	\$19,563.00	\$23,500.00	\$26,650.00	\$34,000.00
3	2	\$15,835.00	\$17,725.00	\$20,088.00	\$24,025.00	\$27,175.00	\$34,525.00
4	3	\$16,360.00	\$18,250.00	\$20,613.00	\$24,550.00	\$27,700.00	\$35,050.00
5	4	\$16,885.00	\$18,775.00	\$21,138.00	\$25,075.00	\$28,225.00	\$35,575.00
6	5	\$17,410.00	\$19,300.00	\$21,663.00	\$25,600.00	\$28,750.00	\$36,100.00
7	6	\$17,935.00	\$19,825.00	\$22,188.00	\$26,125.00	\$29,275.00	\$36,625.00
8	7	\$18,460.00	\$20,350.00	\$22,713.00	\$26,650.00	\$29,800.00	\$37,150.00
9	8	\$18,985.00	\$20,875.00	\$23,238.00	\$27,175.00	\$30,325.00	\$37,675.00
10	9	\$19,510.00	\$21,400.00	\$23,763.00	\$27,700.00	\$30,850.00	\$38,200.00
11	10	\$20,035.00	\$21,925.00	\$24,288.00	\$28,225.00	\$31,375.00	\$38,725.00
12	11	\$20,560.00	\$22,450.00	\$24,813.00	\$28,750.00	\$31,900.00	\$39,250.00
13	12	\$21,085.00	\$22,975.00	\$25,338.00	\$29,275.00	\$32,425.00	\$39,775.00
14	13	\$21,610.00	\$23,500.00	\$25,863.00	\$29,800.00	\$32,950.00	\$40,300.00
15	14	\$22,135.00	\$24,025.00	\$26,388.00	\$30,325.00	\$33,475.00	\$40,825.00
16	15	\$22,660.00	\$24,550.00	\$26,913.00	\$30,850.00	\$34,000.00	\$41,350.00
17	16	\$23,185.00	\$25,075.00	\$27,438.00	\$31,375.00	\$34,525.00	\$41,875.00
18	17	\$23,710.00	\$25,600.00	\$27,963.00	\$31,900.00	\$35,050.00	\$42,400.00
19	18	\$24,235.00	\$26,125.00	\$28,488.00	\$32,425.00	\$35,575.00	\$42,925.00
20	19	\$24,760.00	\$26,650.00	\$29,013.00	\$32,950.00	\$36,100.00	\$43,450.00
21	20	\$25,285.00	\$27,175.00	\$29,538.00	\$33,475.00	\$36,625.00	\$43,975.00
22	21	\$25,810.00	\$27,700.00	\$30,063.00	\$34,000.00	\$37,150.00	\$44,500.00
23	22	\$26,335.00	\$28,225.00	\$30,588.00	\$34,525.00	\$37,675.00	\$45,025.00
24	23	\$26,860.00	\$28,750.00	\$31,113.00	\$35,050.00	\$38,200.00	\$45,550.00
25	24	\$27,385.00	\$29,275.00	\$31,638.00	\$35,575.00	\$38,725.00	\$46,075.00
26	25	\$27,910.00	\$29,800.00	\$32,163.00	\$36,100.00	\$39,250.00	\$46,600.00
27	26	\$28,435.00	\$30,325.00	\$32,688.00	\$36,625.00	\$39,775.00	\$47,125.00
28	27	\$28,960.00	\$30,850.00	\$33,213.00	\$37,150.00	\$40,300.00	\$47,650.00
29	28	\$29,485.00	\$31,375.00	\$33,738.00	\$37,675.00	\$40,825.00	\$48,175.00

LEVEL I - Entry level position that provides secretarial/clerical support

LEVEL II - Position for program support personnel

LEVEL III - Advanced position with a minimum two year degree or equivalent job specific experience in a specialized field

LEVEL IV - Managerial position with a minimum two year degree or equivalent job specific experience in a specialized field

LEVEL V - Highly skilled position with expertise in a specialized field with a minimum four year degree or equivalent job specific experience in a specialized field

LEVEL VI - Supervisory position that manages a program area and/or supervises office personnel with minimum four year degree or equivalent job specific experience

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "step up" to level-which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Coop Board.

The steps in this schedule are based upon coop experience in a particular job area unless special exceptions are recommended by the director and approved by the board. Additionally, placement at a particular step may also be determined by attainment of a college degree which might be a requirement for a particular level. If a college degree is required for a particular level, then the experience in that particular level would start accumulating the immediate fiscal year after the degree is obtained.

****Employees receive a 1% Bonus and a Fringe Benefit package consisting of dental, vision, long-term disability, life, hospital confinement, short-term disability, and \$19/month health matching.**

Program Accounting

Funding Source Base

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-Restricted

Participating Districts

<input checked="" type="checkbox"/> Cleveland Co	<input checked="" type="checkbox"/> Drew Central	<input checked="" type="checkbox"/> Lakeside	<input checked="" type="checkbox"/> Warren
<input checked="" type="checkbox"/> Crossett	<input checked="" type="checkbox"/> Dumas	<input checked="" type="checkbox"/> McGehee	<input checked="" type="checkbox"/> Woodlawn
<input checked="" type="checkbox"/> Dermott	<input checked="" type="checkbox"/> Hamburg	<input checked="" type="checkbox"/> Monticello	
<input checked="" type="checkbox"/> DeWitt	<input checked="" type="checkbox"/> Hermitage	<input checked="" type="checkbox"/> Star City	

Personnel

Name	Position	Degree
Kathy Cameron	Business Manager	High School
Joy Cooper	Assistant Business Manager	High School
Melinda Funderburg	Payroll	Bachelor/Speech
Laci Harris	Accounts Receivable	High School
Allison Eubanks	College Student Worker	High School

Goal:

Provide financial support to all programs and participating districts of the Cooperative.

Program Summary:

Southeast Cooperative has a total of 87 grant programs and runs seven statewide programs. The ADE base funding to the cooperative is \$408,618 and the total budget is \$16.7 million dollars.

Position, Name - Education

Business Manager, Kathy Cameron - AR Certified School Business Official
 Assistant Business Manager/Accounts Payable, Joy Cooper - AR Certified School Business Official
 Payroll Clerk, Melinda Funderburg, BS - Speech/UAM; AR Certified School Business Official
 Accounts Receivable, Laci Harris
 College Student Worker, Allison Eubanks
 Financial Advisor, Norman Hill MS - Administration/ASU

2015 - 2016 - Funding Source

State/Local Funding
 Cash on Hand \$829,930.69
 Base Funding \$408,618.00
 Interest on Investments \$14,000.00
 APSCN \$7,200.00
 Copy/Print Shop \$49,000.00
 Staff Development \$30,000.00
 Drew Cty Special Ed Cons \$273,963.88
 Classroom Management Consortium \$17,000.00
 LEA Hippy \$200,000.00
 Instructional Technology Cons \$16,250.00
 G/T Special Projects \$14,950.00
 Science Consortium \$40,000.00
 Summer Staff Development \$59,375.92
 AmeriCorps Coordinated School Health \$54,918.00
 AmeriCorps-Smart Start \$169,723.00
 AmeriCorps-FTE \$285,000.00
 FGP-Local \$28,750.00
 Early Childhood - Headstart \$362,267.71
 Educational Examiner \$71,805.65
 OIS \$00.00
 Sped-Daniel \$138,299.31
 Sped-Frisby \$79,961.21
 Sped-Campagna \$80,661.45
 Sped-Keith \$130,859.48

Accounting

Program Summary (cont'd)

Sped-Grimes	\$137,343.17
Sped-Early	\$85,783.19
Career Coaches	\$125,317.50
Speech Path - Hamburg/Hermitage	\$67,464.84
Sr. Citizens	\$128,385.58
Math Cons	\$80,000.00
Facilities	\$88,860.91
Science Spec	\$86,500.00
Ad Ed-GAE	\$426,652.75
Ad Ed - Other	\$187,975.50
ESC Prof Dev	\$00.00
AR Early College High School	\$820,961.00
APPEL	\$38,625.40
Early Childhood-State	\$1,239,956.91
GT Coord	\$28,500.00
Workforce Ed Coord	\$50,000.00
Digital Learning	\$90,000.00
Coop Tech Coord	\$75,000.00
Hippy-ABC	\$980,000.00
Literacy	\$173,000.00
Math Spec	\$96,500.00
Nurse	\$6,000.00
MITs-Health Resource	\$38,939.20
Total Local/State Funds	\$8,414,300.25

Federal Funds

FGP	\$427,440.00
Carl Perkins	\$291,501.00
VI-B Administration	\$1,500.00
Adult Ed - Leadership	\$630,150.00
Behavior Specialist	\$110,000.00
Ech-Federal	\$392,679.63
ECH ARMAC	\$28,000.00
ECH Medicaid	\$40,000.00
Transition Specialist	\$125,000.00
AmeriCorps Smart Start	\$398,952.00
AmeriCorps FTI	\$12,000.00
AmeriCorps Coordinated School Health	\$123,518.00
ESVI - Vision	\$110,000.00
MITs	\$461,000.00
Total Federal Funds	\$3,151,740.63

Program ADE/APSCN Financial Field Analyst

Funding Source Arkansas Department of Education

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☒ ARCOOP

☒ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
Jacqueline Rowlett	APSCN Financial Field Analyst	

Goal:

To provide end-user support to district financial users of the FMS statewide Financial Management System, Cognos reports, and meeting statewide guidelines.

Program Summary:

The Financial Applications Field Analyst provides services to districts within Arkansas that utilize the FMS statewide Financial management system software. Financial Management Systems Applications Computer software is used primarily to process and record financial transactions. The SunGard Pentamotion financial management systems applications provided by APSCN include the following integrated modules: Fund Accounting, Human Resources, Fixed Assets, Budget Preparation, Personnel Budgeting, Purchasing and Warehouse. The Financial Field Analyst provides technical, and accounting assistance, and training for all of the modules as well as APSCN Application fields. The Financial Analyst provides software training for district users, and in some cases provide accounting 101 and basic word and excel training. The analyst plays a major roll in assisting districts to utilize features in the software which they may not have used in the past (purchasing for example) . The analyst provide training on retrieving, reading and interpreting data so that users have the capacity to resolve issues and to make budgeting decision The analyst also assist districts with coding, training them to utilize the Fund Accounting Manual, and AFRB. Analyst write procedural outlines to assist district in their software processes; these outlines are posted to the APSCN website. The Analyst is responsible for making sure that users are trained on all software updates. The Analyst also provides technical training and practical assistance for Financial Report Cycles. Various trainings offered throughout the year include, but are not limited to, FMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Fiscal Year End, & Calendar Year End. Through means of analyzing data, and a working knowledge of the financial software; Financial Analyst assist districts with reconciling general ledgers, balance sheets, bank reconciliation, fixed assets, budgets and payroll issues.

Major Highlights of the Year: APSCN is currently in the process of a major software upgrade to a Windows version (October 2015-April 2017). The Analyst is responsible for training, scheduling , and assisting whier districts in the conversion/upgrade.

Program ADE/APSCN Student Applications Field Analyst

Funding Source Arkansas Department of Education

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☐ AECHS

☒ DeWitt

☒ Hermitage

☒ Star City

☒ SECOOP Early Childhood

Personnel

Name	Position	Degree
Lynda Burt	APSCN Student Field Analyst	

Goal:

To provide end-user support and training to district users of the SMS statewide student management system, Cognos reports, Statewide Information's System reporting and meeting statewide guidelines. To test updates to the software and state reporting cycles. To write documentation on processes and training guides.

Program Summary:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGard eSchoolPlus+ student management systems applications provided by APSCN include: Attendance, Demographics, Discipline, Marking Reporting, Medical, and Scheduling. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by e-mail and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Transcripts Review, Next Year Scheduling, and Year End Rollover.

Major Highlights of the Year: State Reporting training and new software implementation.

Program ADE ESVI (Educational Services for the Visually Impaired)

Funding Source ADE

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-Restricted

Participating Counties

☒ Ashley

☒ Desha

☒ Arkansas

☐ Lee

☒ Bradley

☒ Drew

☒ Phillips

☐ St. Francis

☒ Chicot

☒ Lincoln

☐ Monroe

☒ Grant

☒ Cleveland

☒ Jefferson

☐ Prairie

☒ Dallas

Personnel

Name	Position	Degree
Carolyn Hogue	Vision Consultant, Orientation & Mobility	BA - Elementary K-6; Visually Impaired
	Instructor	K-12; Mildly HDCP K-12; SP ED INST
		SPEC (4-12); SPE ED CHINST SPEC (P-4);
		SP ED VIS SPEC (P-4); SP ED VIS SPEC
		(4-12)

Goal:

To assist our school districts in fulfilling the needs of our visually impaired students.

Program Summary:

- Educational Services for the visually impaired provides the following services through the regional vision consultant – as contracted by the school districts:
- Coordination of ESVI consultant services through the district's designated sponsor.
- Recommendations for adaptations and modifications to enhance the student's opportunities for learning.
- Assessment, instruction and consultation in the use of recommended low vision devices, adaptive mobility devices and canes.
- Recommendations for assistive equipment and materials.
- Assistance as needed with required Functional Vision Assessments, Learning Media assessments, and the Orientation and Mobility Assessments.
- Orientation and mobility services for the visually impaired.

Major Highlights of the Year: More students have been added to the program. Supervisors are finding and providing the needed input to ensure that visually impaired students are picked up/assigned to visually impaired specialist caseload early. The earlier these students receive the needed help/instruction, the more gains these students will make - instead of falling behind their peers because of the lack of understanding of their needs.

Program ADE School Improvement Supervisor

Funding Source ADE

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☒ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
LaDonna Spain	School Improvement Supervisor	BSE - UAM; Masters - UALR

Goal:

The primary mission of the School Improvement Unit is to assist districts and schools in their efforts to improve student achievement. The Unit's purpose is to enhance the quality of the student experience through teaching and learning and broker resources aligned to need.

Program Summary:

The ADE School Improvement Specialist works under the supervision of the Program Administrator of School Improvement and is responsible for leadership and administrative functions in support of school improvement activities. The School Improvement Supervision collaborates with LEA staff and parents to design, implement and monitor a meaningful and realistic school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency; provides technical assistance and direct services to assigned districts by interpreting laws or policies, brokering resources, answering questions, and resolving problems relative to assigned program areas. The supervisor conducts workshops/seminars to present information critical to specialized program areas and provides in-service training. The supervisor researches and analyzes demographic, labor market and technological data, and makes recommendations on education programs to meet changing needs. The supervisor acts as liaison with education and public interest groups to inform of departmental activities and identify needs; performs other duties as assigned.

The School Improvement Specialist has school and/or district administration experience; knowledge of consultative practices and techniques; knowledge of planning, research and analysis techniques and procedures, ability to plan and organize comprehensive reports; interpret and apply state and federal laws and regulations governing school programs; develop, evaluate and monitor the effectiveness of programs and services related to program area; frequent in-state overnight travel is required.

Program AmeriCorps Coordinated School Health

Funding Source DHS/AR Ser Comm/CNCS

Competitive Grant



Yes



No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☐ Lakeside

☐ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☐ Dermott

☒ Hamburg

☒ Monticello

☐ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
Jenny Satterlee	Co-Director	BA Elementary Education
Jerri Craven	Co-Director	Associate Degree Data Processing
Becky Bolin	Staff	BS Psychology

Goal:

Through the efforts of the SEARK CSH AmeriCorps program, interventions are being implemented to improve the health knowledge, health behaviors, and fitness levels of participating elementary school students to combat the rising rates of childhood obesity. Our goal is to keep students healthy over time, reinforcing positive behaviors and making it clear that good health and learning go hand in hand.

Program Summary:

CSH AmeriCorps members provide targeted students with the information and skills necessary to make good choices in life regarding nutrition, disease prevention, oral health, and tobacco use. All 9 MSY positions were filled for the 2015-2016 program year. Over 1700 students have received monthly preventive health education lessons, weekly lessons that incorporate physical activity with core academics, and fitness level evaluations to improve their fitness levels during PE and recess.

Major Highlights of the Year: The UAMS Delta AHEC partnered with the CSH program providing funding for (3) CSH Members. The AR Department of Health provides in-kind training on program curriculum as well as CPR/First Aid Training.

Program AmeriCorps Future Teacher Initiative
Funding Source Arkansas Better Chance and CNCS
Competitive Grant ☒ Yes ☐ No

☒ Restricted ☐ Non-Restricted
Participating Districts

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Cleveland Co | <input checked="" type="checkbox"/> Drew Central | <input checked="" type="checkbox"/> Lakeside | <input checked="" type="checkbox"/> Warren |
| <input checked="" type="checkbox"/> Crossett | <input type="checkbox"/> Dumas | <input type="checkbox"/> McGehee | <input type="checkbox"/> Woodlawn |
| <input type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Hamburg | <input checked="" type="checkbox"/> Monticello | |
| <input type="checkbox"/> DeWitt | <input checked="" type="checkbox"/> Hermitage | <input type="checkbox"/> Star City | <input checked="" type="checkbox"/> Statewide 12 |

Personnel

Name	Position	Degree
Candace Howard	Co-Director	Bachelor of Business Administration
Kim Pesaresi	Co-Director	Bachelor of Psychology

Goal:
AR FTI AmeriCorps members provide one-on-one and small group tutoring to targeted at-risk pre-k students in reading and math. Our goal is to have targeted students at the appropriate stage to begin kindergarten. FTI members intergrate national service and community engagement and individual volunteerism to promote improved academic outcomes in high economic and educational needed areas.

Program Summary:
AmeriCorps FTI members serve in the participating schools listed above as well as Malvern ABC, Greenbrier ABC, Hampton Elementary and Vilonia Pre-K. FTI members are positively impacting over 360 students across 8 counties in the state of Arkansas.

Program AmeriCorps Smart Start

Funding Source CNCS / Dept. of Human Services

Competitive Grant



Yes



No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☐ Crossett

☐ Dermott

☐ DeWitt

☒ Drew Central

☐ Dumas

☒ Hamburg

☒ Hermitage

☒ Lakeside

☐ McGehee

☒ Monticello

☐ Star City

☒ Warren

☒ Woodlawn

☒ Hampton



Personnel

Name	Position	Degree
Jenny Satterlee	Coordinator	BA Elementary Education 1-6
Jerry Craven	Assistant Coordinator	AA Computer Science

Goal:

The goal of the program is to provide tutoring services that will increase achievement levels in reading and mathematics for at risk kindergarten through fourth grade students.

Program Summary:

Arkansas Smart Start AmeriCorps Program provides a multi-faceted initiative that has diverse people in service; provides K-fifth grade students (including ESL students) with strong role models, mentors, and tutors; and increases opportunities for teacher training and volunteering in the economically depressed Delta area of Southeast Arkansas.

Major Highlights of the Year:

Our major highlight of the year has been collaborating with UAM on a scholarship offer for all AmeriCorps members. UAM has graciously agreed to offer this opportunity for all members/alumni currently attending UAM. The 5 scholarships will match the education award for \$1,000 per semester for up 8 semesters.

Program APPEL

Funding Source Arkansas Department of Education

Competitive Grant

☒

Yes

☐

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☐ Drew Central

☐ Lakeside

☐ Warren

☐ Crossett

☐ Dumas

☐ McGehee

☐ Woodlawn

☐ Dermott

☐ Hamburg

☐ Monticello

☒ Statewide

☐ DeWitt

☐ Hermitage

☐ Star City

☐

Personnel

Name	Position	Degree
Rhonda Mullikin	Facilitator/Instructor	Masters
Renee Treadwell	Facilitator/Instructor	Masters
Various instructors		

Goal:

To provide an alternate route to teacher licensure for candidates with a bachelor's degree or higher to become teachers.

Program Summary:

The Arkansas Professional Pathway to Educator Licensure (APPEL), a nontraditional licensure program, is an alternate route to teacher licensure administered by the Arkansas Department of Education. Enrollment in this program allows a candidate with a bachelor's degree or higher to be employed as a classroom teacher while completing the necessary requirements for a Standard Arkansas Teaching License. Appel is offered at the Southeast Arkansas Educational Cooperative. The facilitators are Renee Treadwell and Rhonda Mullikin. This program has been successful in helping to full fill the teacher shortage in the area.

Program Arkansas Adult Learning Resource Center

Funding Source Adult Education Federal Leadership Funds Competitive Grant
Adult Education State Special Projects Fund ☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts

<input type="checkbox"/> Cleveland Co	<input type="checkbox"/> Drew Central	<input type="checkbox"/> Lakeside	<input type="checkbox"/> Warren
<input type="checkbox"/> Crossett	<input type="checkbox"/> Dumas	<input type="checkbox"/> McGehee	<input type="checkbox"/> Woodlawn
<input type="checkbox"/> Dermott	<input type="checkbox"/> Hamburg	<input type="checkbox"/> Monticello	<input checked="" type="checkbox"/> State Wide
<input type="checkbox"/> DeWitt	<input type="checkbox"/> Hermitage	<input type="checkbox"/> Star City	<input type="checkbox"/>

Personnel

Name	Position	Degree
Marsha Taylor	AALRC Director	M Ed; BA
Toccara Pearson Baker	Administrative Assistant	HSD
Alisha McCollum	Receptionist	HSD
Nancy Loftis	Professional Development Coordinator	M Ed; BA; CDF
Patti White	Disabilities Project manager	M Ed; BA
Klaus Neu	Media Coordinator	Dip. PAED - Germany
Rob Pollan	Information Technology Specialist	BSE

Goal:

Vision Statement:

“Arkansas Adult Education/Literacy providers can access needed information and resources to enable Arkansas’ adult learners to reach their full educational and economic potential.”

Mission Statement:

“To operate an enhanced network of communication and coordination that provides information, resources, research, professional development, and technical assistance, and that facilitates collaboration to benefit Arkansas Adult Education/Literacy providers.”

Program Summary:

The Arkansas Adult Learning Resource Center (AALRC) is funded with state and federal funds through the Southeast Arkansas Education Service Cooperative by the Department of Career Education, Adult Education Division. It was established in 1990 to provide a source for identification, evaluation, and dissemination of materials and information to adult education/literacy programs.

The center has seven full-time employees, which include a director, professional development coordinator, information technology specialist, disabilities project manager, media coordinator, secretary, and administrative assistant. State funds support employee salaries while all federal funds are used for the fulfillment of the mission.

The AALRC supports the agency goal of “developing a strategic plan for effective delivery of lifelong career development and workforce education” through training opportunities and technical support. The AALRC also supports practitioners and trainers through professional development opportunities at state and national conferences.

The AALRC also supports local programs by maintaining a current library of materials, providing research support/information, purchasing/distributing software and materials, and upgrading/redistribution of equipment.

Arkansas requires adult education directors, instructors and counselors to be certified in adult education within four years of initial full-time employment. The AALRC supports this effort by providing tuition reimbursement for these individuals.

The AALRC supports the ACE/AED agency goal of “providing an effective communication system that is involved, informative, and interactive,” by holding statewide directors’ meetings, numerous committee meetings, publishing a statewide newsletter, publishing a directory of literacy services, and maintaining a web-site (<http://www.aalrc.org>).

Major Highlights of the Year:

116 Meetings and Events were attended by the AALRC Staff

Professional Development

98 Days were spent providing professional development

Program Summary (cont'd):

50 Different professional development offerings were available

Lending Library:

653 Requests from the field were made for library materials & 22 Requests for Assistive Technology Equipment

803 Requests were made for assistance with information and/or services

22 New items were acquired for the lending library

Adult Learning Disabilities:

11 Requests for instructional strategies from adult educators/literacy providers

64 Requests for assistance with GED accommodation applications

12 Requests from public sector for strategies and referrals

15 Requests from other state agencies for assistance with strategies, referrals, etc.

Technology:

566 Requests for assistance with technical support (on-site/telephone/email/remote control program)

Program AECHS/Virtual Arkansas

Funding Source ADE Distance Learning Grant

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☐ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☐ Hamburg

☒ Monticello

☐ DeWitt

☒ Hermitage

☒ Star City

☒ Statewide 109 Districts

Personnel

Name	Position	Degree
Renee Treadwell	TESS Evaluator	MED
Becky Belvin	Math instructor	MSE
Tammara Mitchell	English instructor	MAT, MA
Sarah Canady	Spanish instructor	MA
Adrienne Sadosky	History instructor	MA
Jennifer White	English instructor	MA
Jonathan Skaggs	History instructor	MA
Monica Wheeler	English instructor	MA
Regina Gorman	Math instructor	MED
David Smith	Art instructor	MAT
Rhonda Williams	English instructor	MFA
Ellora Hicks	AECHS Coordinator	MED
Toni Carter	Registrar/Administrative Assistant	

Goal:

- (1) To provide advanced curricular opportunities to Arkansas high school students at no cost.
- (2) To increase the number of Arkansas citizens with a post-secondary degree by providing educational opportunities to all students.
- (3) To provide college credits to Arkansas high school students that correlate high school graduation requirements with college core graduation requirements.

Program Summary:

The Arkansas Early College High School Initiative through Virtual Arkansas provides concurrent high school/college course opportunities for high school students through state grant funding. The courses are taught by highly qualified instructors who meet secondary and post-secondary licensing requirements. Using a blended learning model, the classes are online with two days of live feedback provided to students through a computer program. The concurrent program gives high school students the opportunity to experience the rigor and challenge of collegiate work before entering the college arena.

Major Highlights of the Year: The concurrent program has provided services to 109 Arkansas schools this year. There were 1449 students who completed coursework in the fall semester of 2015. Currently there are 1296 enrolled in concurrent courses for spring 2016. Students continue to be very successful with the online blended learning method. The Virtual Arkansas concurrent program had a 98% passing rate for the spring semester of 2015.

Program Arkansas Science Specialist

Funding Source ADE

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted
Participating Districts

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Cleveland Co | <input checked="" type="checkbox"/> Drew Central | <input checked="" type="checkbox"/> Lakeside | <input checked="" type="checkbox"/> Warren |
| <input checked="" type="checkbox"/> Crossett | <input checked="" type="checkbox"/> Dumas | <input checked="" type="checkbox"/> McGehee | <input checked="" type="checkbox"/> Woodlawn |
| <input checked="" type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Hamburg | <input checked="" type="checkbox"/> Monticello | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> DeWitt | <input checked="" type="checkbox"/> Hermitage | <input checked="" type="checkbox"/> Star City | <input type="checkbox"/> |

Personnel

Name	Position	Degree
Lori Coleman	Science Specialist	MA Education

Goal:
The goal of the Arkansas Science Specialists is to provide authentic science support to teachers and school districts in the state of Arkansas.

Program Summary:
Provide training in inquiry-based science; teacher mentoring, model teaching, curriculum development and alignment, and techniques to prepare for life-long inquiry thinking. Next Generation Science standards are approved and will go into affect no earlier than 2016-17. As a science specialist a new charge will be to assist teachers and schools in aligning the K-12 Science Frameworks, Eight Science and Engineering Practices, and Next Generation Standards to Common Core Literacy Standards. The science specialist also serves our area as MDC support for the state.

Major Highlights of the Year:
This year, a goal was set at the beginning of the 2015-2016 school year whereby all districts were contacted with the request to meet with every science teacher grades K-4 at least once this year. 11 out of 14 districts accepted the support and monthly meetings were set up to meet regularly during PLC's as well as whole school meetings ocured. The participating districts were provided with a common message and support to ensure teachers were prepared for the implementation of the new science standards 2016-2017.

Program Arkansas Transition Services

Funding Source Federal

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☒ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
Karen Randolph	Transition Consultant	BSE

Goal:

To provide district, regional, and statewide trainings throughout the year to prepare teachers to help special education students reach their post school goals as stated on their transition plans per their IEP. To provide monthly consults with participating districts to assist students, parents, and teachers in assisting students to reach their post schools goals. To develop and facilitate local transition teams for school districts. To assist LEAs in folder reviews to ensure transition plans in the IEP are accurate and help students to reach their post school goals.

Program Summary:

District, regional and state-wide trainings and technical assistance are provided throughout the year. Arkansas Transition Services develops and provides trainings based not only on federal mandates, but also on the needs of school districts in the area of transition. Some of these trainings include meeting IDEA transition requirements, how to develop transition classes, transitions assessment trainings, person-centered planning, self-determination, using technology in transition trainings, how to gain parental participation and how to establish local transition teams. ATS also works with adult service providers around the state to improve service delivery systems and linkages with schools. A collaborative effort is made among districts, agencies and ATS to hold agency fests and transition fairs to increase the knowledge of agency services around the state.

Major Highlights of the Year:

Consultations in districts in Co-op areas.
Trained teachers in writing transition plans of member schools.
Attended local transition team meeting.
Attendance transition cadres from schools.
Gathering data of special education graduates for correlation of Transition Plan.
Transition file and follow-up reviews completed in Co-op districts
Attended transition fairs in two Co-op areas

Program Behavior Intervention Consultant

Funding Source LEA Federal Grant

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted
Participating Districts

☒ Cleveland Co
☒ Crossett
☒ Dermott
☒ DeWitt

☒ Drew Central
☒ Dumas
☒ Hamburg
☒ Hermitage

☒ Lakeside
☒ McGehee
☒ Monticello
☒ Star City

☒ Warren
☒ Woodlawn
☐
☐

Personnel

Name	Position	Degree
Clara Penny	Behavior Intervention Consultant	Psychology

Goal:

Increase the local capacity to implement research based interventions when addressing programming for behavior and autism.

Program Summary:

The Arkansas Department of Education, in order that all students make educational progress in the least restrictive environment, provides regionally based behavior consultants. Upon referral by a Local Education Agency, parent or other agency, behavioral intervention services are available for the following student populations:

- Students most at risk for expulsion or repeated suspensions.
- Students at risk of increasingly restrictive educational placements, including residential treatment, due to the student's behavior.
- Students identified/suspected as having Autism Spectrum Disorder and are in need of programming to improve educational performance.
- Students discharged from a psychiatric residential facility and recommended for ongoing school-based mental health interventions, including day treatment.
- Students presently in a school-based day treatment program and in need of continued behavioral programming and support.

To access a Behavior Intervention Consultant for a student for one or more of these populations, the appropriate referral protocol via CIRCUIT through the ADE-SE website is completed. Follow up services are provided for each referral on a 20 hr. basis free of charge. Additional services are provided, which include ABA, assessment for autism, and structured teaching setup. A CIRCUIT data base with services provided and outcomes is kept at the state level, which is reviewed at the state level annually.

Major Highlights of the Year:

Evidence-based practice for the treatment of problem behavior, Emotional Disturbance, and Autism by:

Conducting functional behavior assessment, including functional analyses. Completing a Functional Assessment Observation (O'Neill, R.E., Horner, R.H., Albin, R., Storey, K., & Sprague, J. R.) and gathering information from school staff using the Functional Assessment Checklist for Teachers and Staff (FACTS). Administering either the Walker ACCEPTS Program Social Skills Assessment or Knoff Project Achieve checklist as a means of accurately assessing current social skills and social deficits for the purposes of informing qualified professionals (e.g., Speech Language Pathologist) in the teaching of social skills and other basic Pragmatics. Completing a Student-Directed Functional Assessment Interview with individual students.

Assisting teams in the development and writing of Functional Behavior Assessment reports, Behavior Support Plans and recommendations based on those results for specific students; Providing direct services to students with high needs involving behavior or autism which also included training staff through the use of modeling and guided practice.

Instructing staff in the basics tenets of Applied Behavior Analysis in the classroom by the use of differential reinforcement, response cost, prompting, fading, data collection and behavior shaping during modeling and guided practice. Also, Introducing concepts of response classes, behavior function, extinction, schedules of reinforcement and motivation. In recommendations, an additional focus on reading, literacy skills was included.

Professional development was provided at the cooperative level on topics of Autism Spectrum Disorder, writing behavior plans, implementing Behavior Intervention Plans and programming for students with Autism based on ABA research. District-wide professional development was provided throughout the year (usually at times set-aside by the ADE) to build local capacity in the implementation of evidence-based interventions when addressing programming for behavior, emotional disturbance, and autism.

Program

Bus Driver EBT and Drug Testing

Funding Source

School Districts

Competitive Grant

☐ Yes

☒ No

☒ Restricted

☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Crossett

☒ Dermott

☒ DeWitt

☒ Drew Central

☒ Dumas

☒ Hamburg

☒ Hermitage

☒ Lakeside

☒ McGehee

☒ Monticello

☒ Star City

☒ Warren

☒ Woodlawn

☒ UAM

Personnel

Name	Position	Degree
Candace Howard	Coordinator	Bachelor of Business Administration

Goal:

Ensure all SEARK Coop schools' alcohol and drug testing are in compliance with DOT regulations.

Program Summary:

Perform 10% EBT and 25% drug testing on school district bus drivers to comply with DOT Regulations.

Program Career and Technical Education

Funding Source Carl D. Perkins Funding

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☒ Hampton

☒ DeWitt

☒ Hermitage

☒ Star City

☒ Strong-Huttig

Personnel

Name	Position	Degree
Allison L. Kelley	Career & Technical Education Coordinator	Bachelor of Business Administration
J. Renee' Holland	Career & Technical Education Assistant	Associate of Arts

Goal:

The goal of Career and Technical Education is to prepare secondary students for entering the workforce/enrolling in post-secondary education, after high school graduation. Formally known as Vocational Education, students are taught valuable technical skills in the areas of agriculture, business, family & consumer sciences, auto mechanics, medical professions, construction, drafting and design, welding, etc... Ideally, we hope to prepare ALL students for the workforce/post-secondary education/military. Other indicators we are required to meet are proficiency on the literacy/geometry benchmark exams, technical skill attainment (CTE EOC Exams), high school course completion & graduation, placement (explained above), and nontraditional participation & completion.

Program Summary:

The coordinator for the Southeast Arkansas Carl Perkins Consortium, is required to write the annual application and distribute/spend the funding for our area schools on indicator projects approved by the Arkansas Department of Career Education. Start-up grants, completion reports, placement reports, technical assistance, and professional development are also provided by our office.

Major Highlights of the Year: In addition to our annual grant, five competitive start-up grants were submitted by our office, on behalf of area schools, and approved by the Arkansas Department of Career Education. Grants submitted include: Career Development at Crossett, Lakeside, and Star City; Project Lead the Way Gateway to Technology at Crossett and DeWitt; and CASE Agriculture at Star City, totaling \$122,532.65.

Program Classroom Management

Funding Source _____

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☐ Woodlawn

☐ Dermott

☐ Hamburg

☒ Monticello

☐ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
Lisa Brown	Classroom Management Consultant	BS Elementary Edu/Physical Edu. MA Curriculum, Instruction & Assessment

Goal:

The goal of the Southeast AR Education Service Cooperative- Classroom Management Consortium is to provide timeless and practical classroom management techniques and strategies for novice teachers and well as seasoned teachers. Also, to work with administrators as they assist teachers in becoming proficient/distinguished in Domain 2 of AR Teacher Excellence Support System (TESS).

Program Summary:

The Classroom Management Consortium Consultant, trained and coached 52 individual K-12 classroom teachers, facilitated workshops for 10 school in the cooperative area, made 25 site visits at 11 different schools, and worked four days training in-house at the Southeast Educational Service Cooperative. While working with individual teachers, time was spent observing, debriefing, and coaching. All teachers were provided with specific techniques tailored to their classroom needs. Following each visit, a debriefing was held with the principals to share the findings and formulate the next step for the individual teacher. If needed, a follow-up visit was scheduled. During the full staff trainings for districts and the co-op, teachers and administrators were given classroom management strategies and techniques centered on Domain 2 of the TESS model. The trainings' were interactive, practical and assisted teachers by incorporating real-life classroom situations.

Program Distance Learning Support Specialist

Funding Source State Grant

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☒ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
Evan Patrick	Distance Learning Support Specialist	B.S. Computer Information Systems

Goal:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

Program Summary:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013.

www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Hired and trained three Distance Learning Support Specialists that support Virtual Arkansas, Arkansas MOODLE, and Arkansas Education Service Cooperatives.
- Implemented content-only services for schools through Virtual Arkansas.
- Trained schools in the new Virtual Arkansas Registration System
- Virtual Arkansas named by the Governor to provide computer science courses free of charge to public school districts.
- Statewide digital learning consultations for schools that were interested in offering more digital opportunities and flexibility
- Transitioned and implemented ZOOM technology to replace CIV state-wide.
- Trained content specialists on ZOOM and implementing blended professional development
- Arkansas cooperatives video
- Virtual Arkansas video
- Development statewide App for Virtual Arkansas

Program Early Childhood**Funding Source** Federal & State Funding

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted
Participating Districts☒ Cleveland Co
☒ Crossett
☒ Dermott
☒ DeWitt☒ Drew Central
☒ Dumas
☒ Hamburg
☒ Hermitage☒ Lakeside
☒ McGehee
☒ Monticello
☒ Star City☒ Warren
☒ Woodlawn
☐
☐**Personnel**

Name	Position	Degree
Michele Sadler	Coordinator	Masters/BSE
Joyce Brannen	Asst. Coord.	BA
Tonia Sawyer	Due Process	Masters
Georgina Fivecoat	Admin. Assistant	HSD/TI
Sheena Tucker	E.C. Parapro/Office Clerk	HSD
Nancy Trantham	Speech Clerical Assistant	Business Tech Technology Certificate

Goal:

It is the goal of the Early Childhood program to address the needs of children with disabilities through speech, occupational therapy, physical therapy, and teacher facilitated direct instruction.

Program Summary:

The Early Childhood program serves children with disabilities age three to five. The program includes the following delivery options: public school classroom, itinerant, integrated preschool, and homebound. Services provided include: screening, diagnostic services, preschool instruction, speech therapy/language development, physical and occupational therapy. The program is funded by a federal and state grant through the Arkansas Department of Education in accordance with IDEA 1997.

Major Highlights of the Year:

- Child Find
- Development/Speech Screenings
- Hearing/Vision Screenings
- Development Assessments
- Speech Assessments
- Conferences w/Parents
- Quarterly Progress Reporting
- Yearly Progress Reporting
- Summer Services

School District	Total Screenings	Children on Dec 1	Children Transitioned needing services 13- 14 school year	Dismissed School age 12- 13 school year
Cleveland County	85	19	7	11
Crossett	104	98	8	34
Dermott	51	21	3	10
DeWitt	81	26	1	7
Drew Central	60	32	11	9
Dumas	176	52	11	15
Hamburg	179	85	10	18
Hermitage	43	17	3	3
Lakeside	110	56	5	34
McGehee	117	45	6	25
Monticello	158	49	6	15
Star City	89	54	5	20
Warren	229	84	14	27
Woodlawn	38	22	2	3
Total	1,520	660	92	231

Children screened and children on December 1 Child Count based on 2015-2016 data.

Children transitioning and dismissed based on 2014-2015 data. Transitioning and dismissal data for 2014-2015 is in process and unavailable until 6-3-2016.

Program Educational Examiner

Funding Source LEA Shared Service

Competitive Grant
☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted
Participating Districts

- | | | | |
|---------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> Cleveland Co | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Lakeside | <input checked="" type="checkbox"/> Warren |
| <input type="checkbox"/> Crossett | <input type="checkbox"/> Dumas | <input type="checkbox"/> McGehee | <input checked="" type="checkbox"/> Woodlawn |
| <input type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Hamburg | <input type="checkbox"/> Monticello | <input type="checkbox"/> S Central Cooperative |
| <input type="checkbox"/> DeWitt | <input checked="" type="checkbox"/> Hermitage | <input type="checkbox"/> Star City | <input checked="" type="checkbox"/> Fordyce |

Personnel

Name	Position	Degree
Holly Chambers	Educaional Examiner	Masters of Science

Goal:
To provide diagnostic information to the appropriate programs for students with disabilities.

Program Summary:

Implement the special education appraisal process. Assess the educational, learning styles, and program needs of students referred for special education services. Provide diagnostic information and work cooperatively with instructional personnel to provide the most appropriate programs for students with disabilities.

Program ESL Professional Development

Funding Source Arkansas Department of Education

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☐ Crossett

☐ Dermott

☐ DeWitt

☐ Drew Central

☐ Dumas

☐ Hamburg

☐ Hermitage

☐ Lakeside

☐ McGehee

☐ Monticello

☐ Star City

☐ Warren

☐ Woodlawn

☒ State Wide

☐

Personnel

Name	Position	Degree
Tricia Kerr	ESOL Program Director	Master's Ed Admin

Goal:

The Arkansas Department of Education (ADE) English Language Learner (EL) support program is the result of collaboration between the Curriculum and Instruction Unit and the Student Assessment Unit of the Division of Learning Services. This program provides many resources and services to assist schools in their efforts to support ELLs in the development of the skills needed to communicate effectively in English both in and out of school.

Program Summary:

ADE works with schools and educational cooperatives to:

- provide assistance through the Teacher Center Coordinators for professional development of teachers and administrators in the implementation of effective English for Speakers of Other Languages (ESOL) program design and delivery
- assist, upon request, with ACSIP program planning for ELs
- coordinate ESOL professional development training
- convene regional meetings of ESOL personnel to discuss strategies and share resources used to instruct ELs under the Arkansas Learning Standards and implement and assess the Arkansas State Board of Education adopted English Language Proficiency Standards
- provide on-site technical assistance addressing ESOL techniques and strategies

Major Highlights of the Year:

- Professional Development provided by IDRA on "Engagement Based Strategy Instruction" at the AAEA State Conference in November 2015
- ESOL Coordinator collaboration meetings several times throughout the year at Northwest, Arch Ford, Wilbur D. Mills, and OUR cooperatives
- Regional ELP Standards Workshops to be conducted in June and July 2016 at 6 sites using presenters from Education Northwest. This includes two years of follow up support via an online portal with the presenters as well.

Program Facilities**Funding Source**Coop Consortium

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co☒ Drew Central☒ Lakeside☒ Warren☒ Crossett☒ Dumas☒ McGehee☒ Woodlawn☒ Dermott☒ Hamburg☒ Monticello☒ DeWitt☒ Hermitage☒ Star City☐**Personnel**

Name	Position	Degree
Scotty Holderfield	Facilities Assistant Coordinator	Masters
Mary Lawrence	Facilities Program Secretary	High School

Goal:

Our goal is to provide assistance to districts in all matters related to facilities. We advise, file applications and agreements. Throughout the life of a project we consult with the superintendent or her/his designee. We provide required training for maintenance and custodial employees annually. We assist district personnel with Schooldude issues. We are members of the Arkansas Association of School Facilities Planners, and actively participate in the organization. We advocate the issues of concern to our local districts concerning the partnership program. We maintain regular and, we believe, effective communication with personnel from the division, assisting district personnel as needed in following Division requirements as to construction processes and requirements including fund reimbursement processes.

Program Summary:

We serve as the major advisor and resource for the 14 districts of Southeast Education Service Cooperative in matters related to facilities and related funding opportunities for partnership projects. We assist district personnel as needed in following Facilities Division requirements as to construction processes and procedures including fund reimbursement processes. Further, based upon experience as a school district superintendent I assist and/or advise superintendents and other district personnel in any matter of concern upon request. We provide annual training opportunities for maintenance and custodial employees. We also provide guidance and assistance to district personnel who deal with the operation and supervision of Schooldude.com software.

Major Highlights of the Year:

1. We assisted districts in carrying out the requirements of the Division related to executing both partnership and local projects. Services included filing of necessary forms, assisting with project reimbursement requests, and serving as the liaison between the district and the Division.
2. We provided Schooldude training at SECOOP to assist districts in complying with facilities division guidelines. .
3. We worked with each district to submit the 2016 facilities master plan.
4. We provided training for approximately 175 custodial and maintenance employees during June and July of 2015.
5. We provided information and advice regarding facilities issues to districts of the consortium.

Program Foster Grandparent Program

Funding Source Corporation For National & Community Service

Competitive Grant

☐ Yes

☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☐ McGehee

☐ Woodlawn

☒ Dermott

☒ Hamburg

☐ Monticello

☐ DeWitt

☒ Hermitage

☐ Star City

☐

Personnel

Name	Position	Degree
Roselyn Busby	Project Director	Bach. Art in Social Welfare
Andra Brown	Volunteer Coordinator	
Renee' Holland	Administrative Assistant	Associate of Arts

Goal:

- To provide literacy tutoring/mentoring senior volunteers to identified children in need in lower elementary and preschool.
- To provide senior volunteers to children in licensed daycares and preschools for developmentally behind children to assist in providing a literacy rich environment to ensure success when they enter kindergarten.
- To provide quality volunteering experiences to senior adults in southeast Arkansas to enhance their quality of life and provide opportunities for them to contribute in meaningful ways to their communities

Program Summary:

The Foster Grandparent Program is a Senior Corps program funded by CNCS to provide opportunities to senior adults and provide tutoring services to identified children. Senior volunteers age 55 and above serve approximately 20 hours per week in schools and daycares. They receive an hourly stipend paid through the grant. They also receive monthly training in appropriate educational areas and quality of life issues. Each volunteer serves approximately 5 children a day for a minimum of 30 minutes per child. The program has been cosponsored by the SEARK Education cooperative since 1990.

Major Highlights of the Year: Total number of active volunteers serving was 135 and those volunteers gave a total number of cumulative 94,274 hours. Of the children served by Foster Grandparent Volunteers, 77% of them made significant gains. 48% of students finished year approaching frameworks, 36% meeting frameworks and 5% exceeding frameworks standards.

Program Gifted and Talented

Funding Source AR Dept. of Education GT Office

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-Restricted
Participating Districts

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Cleveland Co | <input checked="" type="checkbox"/> Drew Central | <input checked="" type="checkbox"/> Lakeside | <input checked="" type="checkbox"/> Warren |
| <input checked="" type="checkbox"/> Crossett | <input checked="" type="checkbox"/> Dumas | <input checked="" type="checkbox"/> McGehee | <input checked="" type="checkbox"/> Woodlawn |
| <input checked="" type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Hamburg | <input checked="" type="checkbox"/> Monticello | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> DeWitt | <input checked="" type="checkbox"/> Hermitage | <input checked="" type="checkbox"/> Star City | <input type="checkbox"/> |

Personnel

Name	Position	Degree
Renee Treadwell	Gifted/Talented Specialist	BA, M.Ad El

Goal:
Assist member districts to meet the State's Standards for Gifted and Talented Education and Advanced Placement. Serve as a liaison with the ADE, Office of Gifted and Talented and Advanced Placement, parent and professional organizations, and other public and private agencies. Promote gifted education through public awareness and advocacy.

Program Summary:
Assisted schools through the monitoring of their GT programs, with the program application process and with policies needed to be in compliance. Hosted GT Coordinators meetings for support and strategies to assist them in their local GT programs. Provided student activities: Tech Fair and Paper Roller Coaster Challenge for 4-6, Jr. High Quiz Bowl, Elementary Quiz Bowl, 7-12 and 4-6 Chess Tournaments. Secured Pre AP trainings required for certification. Provided Secondary Content training.

Major Highlights of the Year: Arranged meetings with GT ADE personnel with local GT Coordinators for most relevant and specific guidance with compliance standards. Had almost 100% participation with Jr High Quiz Bowl competition.

Program HIPPY

Funding Source Arkansas Better Chance

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☒ Drew Central

☐ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☐ Woodlawn

☐ Dermott

☒ Hamburg

☒ Monticello

☒ DeWitt

☒ Hermitage

☐ Star City

☐

Personnel

Name	Position	Degree
Katrina Cavaness	Administrative Coordinator	B.S. Psychology
Susan Gifford	Office Manager	
Annie Harvey	Office Assistant	

Goal:

The Goal of the Southeast AR Education Service Cooperative-HIPPY is to reach families in their familiar surroundings, empower parents in the educational role as their children's first teacher, assist the caregivers in better preparing their children for success in school (as yearly school failure is easier to prevent than to remediate) and to serve as a liaison between the home and the public schools.

Program Summary:

HIPPY-Home Instruction for Parents of Preschool Youngsters serves a total of 560 children, ages 3, 4 and 5 in nine school districts in the Cooperative area. These families are served by 1 Administrative Coordinator, 1 Office Manager, 1 Office Assistant, 3 Field Coordinators and 21 Home-based Educators. HIPPY staff members deliver the HIPPY model program curriculum, books, and supplies to parents on a weekly basis for 3-4 year olds and on a bi-weekly basis for those using the 5 year old curriculum. The HIPPY staff administers the Brigance Developmental Screening to each child three times per year as a pre-, post-, post- assessment to measure growth throughout the program year. Staff members collect and document information on each child for the purpose of entering data into COPA, our statewide data system.

Major Highlights of the Year: The Southeast AR Education Service Cooperative HIPPY program has had a successful audit with The AR Division of Child Care and Early Childhood Education with no negative findings for 2014-15. We received accreditation status for all sites from HIPPY USA and a clean audit from Arkansas Better Chance for both 2014-15 and 2015-16.

Program Instructional Technology

Funding Source _____

Competitive Grant

☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts

<input checked="" type="checkbox"/> Cleveland Co	<input checked="" type="checkbox"/> Drew Central	<input checked="" type="checkbox"/> Lakeside	<input checked="" type="checkbox"/> Warren
<input checked="" type="checkbox"/> Crossett	<input checked="" type="checkbox"/> Dumas	<input checked="" type="checkbox"/> McGehee	<input checked="" type="checkbox"/> Woodlawn
<input checked="" type="checkbox"/> Dermott	<input checked="" type="checkbox"/> Hamburg	<input type="checkbox"/> Monticello	
<input checked="" type="checkbox"/> DeWitt	<input checked="" type="checkbox"/> Hermitage	<input checked="" type="checkbox"/> Star City	

Personnel

Name	Position	Degree
Harry Dickens	Technology Consultant	Masters of Education

Goal:

- Technology coaches will develop and inspire a shared vision for a comprehensive integration of technology.
- Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous learning experiences for all students.
- Technology coaches create and support digital age learning environments.
- Technology coaches conduct needs assessments, develop technology related professional development, and evaluate the impact on instructional practice and student learning.
- Technology coaches model and promote digital citizenship.
- Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning.

Program Summary:

The Instructional Technology Consortium is in its second year of operation with ten districts participating. Thirty Instructional Technology Coaches were trained. The consortium was formed to train an Instructional technology coach, that would train and assist teachers in further integrating technology in the classroom. Each coach received a sphero, makey shop, Little Bits, and Powis equipment. There were four sessions held and Harry Dickens was the instructor. The consortium will continue in 2016-2017.

Major Highlights of the Year: Instructional technology coaches received training in:

- Mobile applications for education
- Technology Integration
- Coding

Program Literacy**Funding Source**Arkansas Department of Education,
Learning Services Division, K-12 Literacy Unit

Competitive Grant

☐ Yes ☒ No☒ Restricted ☐ Non-Restricted

Participating Districts

<input checked="" type="checkbox"/> Cleveland Co	<input checked="" type="checkbox"/> Drew Central	<input checked="" type="checkbox"/> Lakeside	<input checked="" type="checkbox"/> Warren
<input checked="" type="checkbox"/> Crossett	<input checked="" type="checkbox"/> Dumas	<input checked="" type="checkbox"/> McGehee	<input checked="" type="checkbox"/> Woodlawn
<input checked="" type="checkbox"/> Dermott	<input checked="" type="checkbox"/> Hamburg	<input checked="" type="checkbox"/> Monticello	
<input checked="" type="checkbox"/> DeWitt	<input checked="" type="checkbox"/> Hermitage	<input checked="" type="checkbox"/> Star City	

Personnel

Name	Position	Degree
Thea Capps	Literacy Specialist	Masters in Education
Kathy Sadler	Literacy Specialist	Masters in Education

Goal:

- To enhance teacher awareness and implementation of current best practices through high quality professional development
- To meet the needs of students through integrated assessment and responsive instruction
- To ensure that all students are meeting the state and national standards in literacy

Program Summary:

Comprehensive Literacy for grades K-1 is a professional development designed to assist teachers in K-1 for implementing a comprehensive literacy classroom.

Comprehensive Literacy for grades 2-3 is a professional development designed for grades 2-3 to implement a balanced literacy approach in instruction, assessment and intervention.

Comprehensive Literacy for grades 4-5 is a professional development designed for grades 4-5 to implement a comprehensive literacy approach in instruction, assessment and intervention.

Disciplinary Literacy is a professional development designed for content area teachers specifically social studies/history and science teachers of grades 4-5, 6-8 and 9-12 to integrate content learning with specific research based literacy strategies aligned to the Common Core State Standards.

Comprehensive Literacy for grades 6-8 is a professional development designed for grades 6-8 to implement a framework to teach comprehensive literacy utilizing the Common Core State Standards.

K-12 Literacy Facilitating professional development is designed to support implementation of instructional (literacy) facilitators in Arkansas schools through embedded professional learning at designated sites.

Literacy Design Collaborative (LDC) is a professional development designed for grades 6-12 teams to incorporate literacy into middle and high school content areas. Designed to make literacy instruction the foundation of the core subjects, LDC allows teachers to build content on top of a coherent approach to literacy.

Major Highlights of the Year: The Literacy Department has supported schools in a variety of ways including:

- Common Core State Standards overview
- Instructional Facilitator Support
- Team Meetings/Professional Learning Communities
- Data Analysis
- Classroom Observations
- Classroom Walk-Through
- District Leadership Team Meetings for Smart Accountability Schools
- Lesson Planning
- Demonstration Lessons
- Research-based Best Practice
- ACSIP Planning
- Development of State Wide Literacy Professional Development

Program Math Coach Consortium

Funding Source LEAs in the Consortium

Competitive Grant
☐ Yes ☒ No

☐ Restricted ☒ Non-Restricted
Participating Districts

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Cleveland Co | <input checked="" type="checkbox"/> Drew Central | <input checked="" type="checkbox"/> Lakeside | <input checked="" type="checkbox"/> Warren |
| <input checked="" type="checkbox"/> Crossett | <input checked="" type="checkbox"/> Dumas | <input checked="" type="checkbox"/> McGehee | <input type="checkbox"/> Woodlawn |
| <input checked="" type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Hamburg | <input checked="" type="checkbox"/> Monticello | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> DeWitt | <input checked="" type="checkbox"/> Hermitage | <input checked="" type="checkbox"/> Star City | <input type="checkbox"/> |

Personnel

Name	Position	Degree
State & National Consultants		

Goal:

Math Consortium
The Southeast Arkansas Math Consortium was developed to improve the teaching and learning process in mathematics in K-12.

Program Summary:

Thirteen districts participate in this project. Each district selected math facilitators or lead math teachers to receive intensive training in math content, curriculum alignment, assessment, and instructional process delivery at monthly training sessions at the Co-op. The math coaches then develop math capacity in these areas back in their local school district.

Major Highlights of the Year: This program is entering the eleventh year. This year the emphasis has been on the Common Core Standards in Math and the 8 Standards for Mathematical Practice. As part of the Math Consortium the Co-op has also provided extensive training and follow up sessions in Cognitively Guided Instruction for year one, two and three; Extending Childrens Mathematics year one, and two and Connected Mathematics Project Grades 6, 7, 8. The thirteen districts participating in the 2015-2016 Math Consortium sent 78 teachers to CGI Years 1, 2 and 3; 53 teachers to ECM Years 1, 2 and 3, and 18 teachers to CMP3.

Program Mathematics Program

Funding Source Arkansas Department of Education, K-12 Mathematics Specialist Grant; matching grant from professional development funds. Competitive Grant ☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted
Participating Districts

☒ Cleveland Co
☒ Crossett
☒ Dermott
☒ DeWitt

☒ Drew Central
☒ Dumas
☒ Hamburg
☒ Hermitage

☒ Lakeside
☒ McGehee
☒ Monticello
☒ Star City

☒ Warren
☒ Woodlawn
☒ Other
☐

Personnel

Name	Position	Degree
Heather Carter	Math Specialist	Master's

Goal:

To promote and support effective, research-based mathematics practices for all students by providing professional learning opportunities and technical assistance to teachers, math coaches, curriculum specialists, administrators, school improvement team members, instructional assistants, mathematics interventionists, parents, SPED, and Title 1 math teachers in the area of standards-based mathematics curricula, instruction, and assessment.

Program Summary:

SEARK Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities offered in 2015-2016 include:

• **Cognitively Guided Instruction (CGI):** This statewide initiative utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and number sentences in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning.

• **Math Coaches' Training:** The focus of this statewide training for math coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics education. Emphasis is placed on the vertical alignment of mathematics for grades K-Geometry, differentiated instructional strategies, utilizing manipulatives in order to build conceptual understanding, and authentic assessments.

• **Extending Children's Mathematics (ECM):** a three year professional development opportunity that provides insight into how children build meaning for fractions and decimals. The teachers also learn about the progression of children's strategies for solving fraction word problems and equations from direct modeling through relational thinking. • **Instructional Facilitating (Capacity Building):** This statewide training is based on the work of Dianne Sweeney. The purpose is to focus on student-centered coaching rather than solely on teacher-centered coaching.

• **CMP 3:** The SEARK Cooperative offers grade specific training throughout the year for districts that are implementing the CMP 3 (The Connected Math Project) curriculum. The trainers are veteran CMP 3 teachers and are an added support system for these teachers.

• **MDC (Math Design Collaborative)** In response to the demands of the Common Core State Standards (CCSS) at the secondary level, The Mathematics Design Collaborative (MDC) was offered to support schools. The MDC is not a math curriculum but a framework consisting of formative assessment lessons (FALs). These FALs are used to give teachers a sense of their students' grasp on certain math skills and concepts. Teachers support student groups in a productive struggle through questioning and collaborative discussion. Based on the results of the FAL, teachers provide feedback and a structure for students to uncover misunderstandings and through discussion, strengthen mathematical weaknesses. The FALs are scored with a rubric which help educators across our state and nation calibrate high expectations.

• **SE CCSS Never Fear Fractions Again 5-6**

The session will delve into the mathematics available for instruction when students engage in equal sharing problems. Attention is given to: Understanding and characterizing student approaches; Identifying the mathematics embedded in student work; Using student work to further learning about fractions, such as- Equivalence; Notation; What constitutes a whole; Addition of fractions; Recording mathematical thinking and attending to properties of operations.

In this class, we will make sense of the base 10 system generally through number and properties of operations. We will begin by generalizing place value understanding for multi-digit whole numbers in fourth grade, and how to make connections for 5th and 6th grade to fractions and the decimal system. This class is based on the multiplicative structure of the base ten system and properties of operations.

• **SE CCSS : Math Training for Paraprofessionals on RTI**

In many schools, the paraprofessionals are the staff responsible for remediating students and/or pulling intervention groups in math. Math instruction has changed in the last 10 years and we realized we had neglected a large demographic that needed to be trained in the new methods and strategies. This training was extremely successful and more sessions will be scheduled.

• **Number Talks Grades K-5**

This course takes teachers through the text written by Shari Parrish and encourages students to think mentally. A number talk usually consists of 10-15 minute session at the beginning of each lesson where students are given a problem or topic, given time to mentally compute and finally share their thinking with the class.

MAJOR HIGHLIGHTS OF THE YEAR:

- More than 105 k-5 teachers participated in some level of CGI
- More than 35 teachers trained in ECM.
- Filled multiple requests for on-site technical assistance
- CGI observations with team meetings at each participating district
- Providing support for teachers implementing CGI and ECM.

Program Media/Printing/Fingerprinting/Mail

Funding Source

Base

Competitive Grant

☐

Yes

☒

No

☐

Restricted

☒

Non-Restricted

Participating Districts

☒

Cleveland Co

☒

Drew Central

☒

Lakeside

☒

Warren

☒

Crossett

☒

Dumas

☒

McGehee

☒

Woodlawn

☒

Dermott

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Hamburg

☒

Monticello

☒

Other

☒

DeWitt

☒

Hermitage

☒

Star City

☐

Personnel

Name	Position	Degree
Katie Sims	Media/Printing Coordinator/Fingerprinting Coordinator & Mailing and Shipping Manager	Associate of Arts

Goal:

One of our goals is to provide printed materials for instructors of our professional development workshops within the cooperative. We also aim to provide printing services for the schools in our 14 districts as well as the teachers. We aim to connect the schools with educational rescoures such as visual aids or instructional videos.

Program Summary:

We provide printing for professional development workshops and meetings, for cooperative coordinators and for schools and teachers. We also provide laminating services, we make posters, and we have Ellison dies for the use of the cooperative and the teachers in our districts. Our goal in the printing department is to provide the Southeast Arkansas Education Service cooperative and our 14 school districts with any needed media and printing services. We print newsletters, 2-5 part forms, school handbooks, and any other requests made by our districts. We also provide fingerprinting and employability checks for teachers renewing their licenses and for new hires within our 14 districts. We also process all the mail for each of the various programs within the cooperative. When funding is available, luncheons are also coordinated by this office.

Major Highlights of the Year: Our largest productions for the year are providing training material for professional development workshops as well as the printing and production of as many as 2,600 school handbooks. There were 421 people fingerprinted this past year.

Program Medicaid In The Schools

Funding Source ADE Grant, Federal Money

Competitive Grant

☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts

<input type="checkbox"/> Cleveland Co	<input type="checkbox"/> Drew Central	<input type="checkbox"/> Lakeside	<input type="checkbox"/> Warren
<input type="checkbox"/> Crossett	<input type="checkbox"/> Dumas	<input type="checkbox"/> McGehee	<input type="checkbox"/> Woodlawn
<input type="checkbox"/> Dermott	<input type="checkbox"/> Hamburg	<input type="checkbox"/> Monticello	<input checked="" type="checkbox"/> Statewide
<input type="checkbox"/> DeWitt	<input type="checkbox"/> Hermitage	<input type="checkbox"/> Star City	<input type="checkbox"/>

Personnel

Name	Position	Degree
Jeanie Donaldson	MITs Director	B.S., Computer Information Systems
Tracy Starks	MITs Assistant Director	R.N., BSE Kinesiology
Lydia Roberson	ARMAC Specialist	B.A., Psychology/B.A., Human Resources
Reina Farley	ARMAC Specialist	Assoc., Applied Science
Veronica Milton	Program Administrator-School Services	B.S., Psychology
Whitney Gifford	Office Manager/Help Desk Rep	
Bryannia Burke	Lead Help Desk Rep	B.S., Natural Science/Life Science Option
Amber Munnerlyn	Help Desk Representative	
Ashley Aiken	Help Desk Representative	
Dana Bennett	Health Services Nurse	Assoc., Applied Science, Nursing, R.N.

Goal:

Provide public education agencies with opportunities to maximize Medicaid reimbursement and other resources for the purpose of enhancing student health and promoting academic achievement.

Program Summary:

Arkansas Medicaid In The Schools (MITS) is a resource for school districts and education service cooperatives interested in optimizing Medicaid reimbursement. The following information is available to school districts and education service cooperatives via the MITS program:

Training for health related services	Policy and program development
Initiate/develop new revenue streams	Technical assistance
Collect, manage, and analyze data	Electronic billing
Revenue increasing strategies	Program management (ARMAC)

Major Highlights of the Year: We have been working with districts on the national diagnosis conversion for billing purposes. We have been scheduling summer trainings to educate districts on audit documentation requirements. We have 100% school districts participation with ARMAC program. We provide billing assistance for: personal care - 68 districts, therapy - 94 districts, vision/hearing - 220 districts, school based mental health - 2 districts, audiology - 6 districts, and 27 grant-funded health centers.

Program Novice Teacher Mentoring Program

Funding Source ADE

Competitive Grant

☐

Yes

☒

No

☐ Restricted ☒ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☒ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
Renee Treadwell	G.T. Specialist	Master of Education
Thea Capps	Literacy Specialist	Master of Education

Goal:

- Become familiar with the Framework for Teaching and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process
- The cooperative provided districts ongoing support as needed.

Program Summary:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an updated training. The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program. Southeast Cooperative provided 3 sessions in the Novice Teacher Mentor Program

Major Highlights of the Year: The ATLAS (Arkansas Teacher Licensure Accountability System) data base managed the reporting system of the program.

☐ Restricted ☒ Non-Restricted
Participating Districts

<input type="checkbox"/> Cleveland Co	<input type="checkbox"/> Drew Central	<input type="checkbox"/> Lakeside	<input type="checkbox"/> Warren
<input type="checkbox"/> Crossett	<input type="checkbox"/> Dumas	<input type="checkbox"/> McGehee	<input type="checkbox"/> Woodlawn
<input type="checkbox"/> Dermott	<input type="checkbox"/> Hamburg	<input type="checkbox"/> Monticello	<input checked="" type="checkbox"/> Statewide
<input type="checkbox"/> DeWitt	<input type="checkbox"/> Hermitage	<input type="checkbox"/> Star City	<input type="checkbox"/>

Personnel

Name	Position	Degree
Andrew Tolbert	State Superintendent	BME & MME
Janice Streeter	Director of Learning Services	BSE & MSE
Jeff Martello	Director of Fiscal Services	BSBA & MBA
Renee' Holland	Administrative Assistant	Associate of Arts

Goal:

To build capacity and sustainability in the areas of leadership, curriculum & instruction, and finance to school districts that have been identified in fiscal, academic or facilities distress, or under state takeover.

Program Summary:

The OIS had oversight and provided intensive support in leadership, curriculum and instruction and finance to Dollarway, Lee County and the Helena-West Helena School Districts. Additionally, support in leadership has also been provided to Little Rock School District's Hall and McClellan High Schools.

Lee County was removed from the academic distress list, state takeover and cleared of all standards violations during the 2014-15 school year. Since its removal from state takeover, the OIS team continued to provide on-site advisory support to the district in the areas of leadership and academics until December 2015. Since December 2015, Mr. Tolbert and Mrs. Streeter continue to serve as a resource to the district in an off-site capacity. Mr. Martello, Director of Finance for the Office of Intensive Support, continues to provide on-site, direct intensive support in finance and off-site advisory to the Lee County School District, as it remains in Fiscal Distress. During the 2015-2016 school year, Mr. Norman Hill was re-hired by the Lee County District to assist with the financial direction of the district. On a monthly basis, the OIS team continues to conduct Collaborative Meetings via Zoom with the district's Leadership Team, the ADE Units, and their external providers. The Lee County School District operates under the authority of their local school board. Lee County has implemented RTI by using Classwork as its district based progress monitoring and student support tool. Although they continue to refine the Tiers in their RTI program, they have made concerted efforts to implement this system with fidelity. Lee County has established a district level curriculum and professional development committees.

The OIS team continues to provide off-site advisory and on-site intensive support in leadership, curriculum and instruction and finance to the Helena-West Helena. The district was removed from State Takeover and Fiscal Distress during the March 2016 State Board of Education meeting. It will be placed under local control for the 2016-2017 school year. The OIS team will continue to support and advise the Helena-West Helena District until a local board is elected and have been properly trained to take over their responsibilities with the district. On a monthly basis, the OIS team continues to conduct Collaborative Meetings via Zoom with the Helena-West Helena District's Leadership Team, the ADE Units, and their external providers. All entities report out during these meetings to identify barriers and areas of progress. Their fiscal improvements include reduced audit findings, improvement in inventory tracking, increased end-of-year balances for three consecutive years, creation of a business procedures manual, and creation of a disaster recovery manual. The district's high school literacy scores on the PARCC assessment were consistent with the state's average. Mr. Hoy has been appointed for the third term as superintendent of the Helena-West Helena district for the 2016-2017 school year. The ADE has begun board training and discussions for reinstatement of the local board for the district. Mr. Hoy has begun working towards improving academic offerings for the district by establishing Academic Academies.

During the December State Board of Education meeting, the Pine Bluff Dollarway School District was placed in State Takeover for Academic Distress and Fiscal Distress. Mrs. Barbara Warren was appointed as the Superintendent of the district. The OIS Team was placed by Commissioner Key as the oversight team to guide collaboration among and between the district and the Arkansas Department of Education, coordination of services among and between all stakeholders, and to ensure effective two-way communication among and between stakeholders. The OIS team provides direct on-site and off-site intensive support to the district's leadership, curriculum and school improvement personnel, and to their financial director. This district's central office administration carries out duties and decisions with high levels of capacity in leadership, professional development planning, curriculum and school improvement. The district's financial director, who is new to the position, requires more intensive support and guidance from the OIS Team. The OIS Team's primary responsibility in Dollarway is to support them in resolving their legal matters, to build and implement with fidelity internal systems for day-to-day operations, to develop and implement an aligned curriculum, to conduct ongoing program evaluations, to use data in making decisions, to develop capacity in financial stability and operational processes, and to provide ongoing job-embedded professional development. On a monthly basis, the OIS team has begun to conduct Collaborative Meetings via Zoom with the Dollarway District's Leadership Team, the ADE Units, and their external providers. All entities report out during these meetings to identify barriers and areas of progress. Additionally, the OIS Team meets monthly with Commissioner Key and the ADE Unit leaders to identify the needs of the district and establishes ADE Unit leaders and the OIS Team's responsibilities/timelines for the support to be given to the district. In addition to the OIS Team, Commissioner Key and selected ADE Unit leaders have conducted two on-site support visits to the Dollarway School District.

Major Highlights of the Year: This office continues to work extensively to build a sense of urgency in assigned school districts and align the services of all the external providers that work in the school districts.

- The OIS Team will continue to operate under a MOU with the ADE and the Southeast Arkansas Education Service Cooperative for the 2016-2017 school year. Additionally, the OIS Team will rent office space from Arkansas River Education Service Cooperative in Pine Bluff. Both education service cooperatives have agreed to and signed a MOU to ensure that all operations of the OIS Team will run smoothly and consistent with its intended functions.
- As a result of the work of the OIS Team, both Lee County and the Helena-West Helena School district have made substantial progress in the areas of leadership, finance, student services and academics. Both districts were removed from State Takeover. The Arkansas Department of Education, the Arkansas Association of Education Administrators, and the Education House Committee have recognized the efforts of the OIS Team as positive and needed to support the districts who require State oversight in their operations.
- Mr. Tolbert, State Superintendent, continues to mentor the leadership of the districts being served into using data to drive their strategic direction, to make informed decisions, and to improve the districts' and schools' climates and cultures. Additionally, he supports their efforts in fiscal and legal matters, their improvement of facilities, facilities planning and restructuring as needed. Numerous facility, technology, and transportation concerns have been addressed with the OIS Districts during the 2015-2016 school year. Additionally, Mr. Tolbert has met this school year with the principals at McClellan and Hall High Schools in the Little Rock School District providing follow up support from his initial visit during the 2014-2015 school year.
- Mr. Martello, Director of Finance, continues to assist the districts in identifying the root causes of their financial audit findings, in developing district systems to correct these findings, and to train district level financial personnel. He continues to work with all assigned districts' Federal Program Coordinators to ensure proper coding and spending of categorical and noncategorical funds sources, timely submission of ADE required financial reports, adherence to the fiscal distress plans and the development of ACSIP plans in Indistar to match the districts' budgets in APCN. At a minimum, the return of 2.0 million unspent dollars from the federal and categorical funds has been avoided across districts since the inception of the OIS team. In addition, the upward mobility or maintaining of relatively stagnant legal fund balances versus past years for multiple OIS Districts has occurred since the inception of the OIS team.
- Mrs. Streeter, Director of Learning Services, continues to support district and school level administrators/committees/teams in the alignment of curriculum, assessment/evaluation, instruction/instructional planning, and professional growth/development planning, implementation, and evaluation. She works collaboratively with all ADE Units including the Divisions of Learning Services, School Improvement, Educator Effectiveness and Accountability. During the 2015-2016 school year, Mrs. Streeter has assisted all districts and non-priority schools in developing their Indistar goals for academic and leadership improvements. Districts have been assisted in the development of Academic Protocols, Academic Audit instruments, Professional Development Surveys, External Provider Evaluation Instruments, and Curriculum Evaluation instruments. She has worked cooperatively with the district's technology and assessment coordinators to ensure their readiness for this year's upcoming ACT ASPIRE assessments. Mrs. Streeter led the efforts in Dollarway School District's transcript audits with assistance from Mr. Ronnie Hughes, independent contractor for OIS. All audit findings were corrected timely.
- Mrs. Renee Holland, Administrative Assistant for the Office of Intensive Support, whose office is located at the Southeast Education Service Cooperative, proficiently supports the efforts of the team by keeping the weekly schedules, making travel arrangements, keeping up with the travel logs and the daily whereabouts of the team, registering the team for conferences, hotels for overnight stays, and completing general clerical duties which enhance effective communication among and between all the stakeholders within the schools, within the ADE and outside entities who partner to improve school performance, academics and the financial status of the districts served. Mrs. Holland will become a full-time OIS Team member for the 2016-2017 school year, as Executive Administrative Assistant serving all three administrators. She will continue to be housed at Southeast Education Service Cooperative with some extended on-site provision of support efforts at the rented office at the Arkansas River Education Service Cooperative in Pine Bluff.

Program School Health Services

Funding Source Arkansas Master Tobacco Settlement

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Drew Central

☒ Lakeside

☒ Warren

☒ Crossett

☒ Dumas

☒ McGehee

☒ Woodlawn

☒ Dermott

☒ Hamburg

☒ Monticello

☒ DeWitt

☒ Hermitage

☒ Star City

☐

Personnel

Name	Position	Degree
Lisa England	SEARK Community Health Nurse Specialist	RN, BSN, Certificate in Public Health

Goal:

To help improve student health and preparedness to learn by improving school health services, school health and physical education programs, and other community child health needs.

Program Summary:

Provide technical assistance to area schools to:

- Adopt comprehensive tobacco-free policies and implement best practices for tobacco prevention and cessation.
- Adopt policies promoting and implementing best practices for nutrition, physical activity, and emerging public health issues.
- Address complicated student health issues.
- Establish school wellness committees and fulfill state and federal mandates.
- Inform communities of school health issues and current public health policy.

Provide Education and Training to:

- Certify school nurses to conduct mandated health screenings.
- Provide school nurses with professional continued education related to school health.
- Inform schools and communities of school health resources, available trainings, and grant opportunities.
- Identify needed school health related training for school personnel.
- Coordinate and provide school health trainings for school personnel and community members.

Major Highlights of the Year:

- Providing area Pre-Kindergarten through 5th grade students with preventive health lessons and classroom physical activity breaks through the AmeriCorps program and local public health units.
- Aiding area school districts to implement CSH policies and programs.
- Helped SEARK schools and cooperative programs to apply for and receive funding to support improved student health.
- Providing Suicide Prevention programs through the SEARK ESC and within area schools.
- Providing child health education opportunities to students, school district employees, and parents to aid in improving student health and academic performance.

Program Special Education - LEA Supervisors

Funding Source VI-B

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☐ Drew Central

☐ Lakeside

☐ Warren

☐ Crossett

☐ Dumas

☐ McGehee

☐ Woodlawn

☐ Dermott

☐ Hamburg

☐ Monticello

☒ **Listed in the Program Summary**

☐ DeWitt

☐ Hermitage

☐ Star City

☐

Personnel

Name	Position	Degree
<i>Rhonda Daniel</i>		
Cindy Grimes		
Dawn Compagna		
Nancy Early		
Kandi Keith		
Karyn Frisby		

Goal:

To supervise, plan, and keep in compliance the special education services for the districts assigned.

Program Summary:

Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Rhonda Daniel: Hermitage, Warren, Woodlawn

Cindy Grimes: Dumas & McGehee

Dawn Campagna: Drew Central & Dermott

Nancy Early: Monticello & Drew County Consortium

Kandi Keith: Cleveland County & Hamburg

Karyn Frisby: Crossett

Major Program Highlights: All compliance areas have been met. Budgets and other reports have been submitted in a timely fashion. All districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. Procedures for child find are also in place to ensure that compliance is met there as well.

Program Speech-Language Pathology Consortium- Hamburg School District & Hermitage School District

Funding Source Hamburg & Hermitage LEA

Competitive Grant

☐

Yes

☒

No

☒ Restricted ☐ Non-Restricted

Participating Districts

☐ Cleveland Co

☐ Drew Central

☐ Lakeside

☐ Warren

☐ Crossett

☐ Dumas

☐ McGehee

☐ Woodlawn

☐ Dermott

☒ Hamburg

☐ Monticello

☐ DeWitt

☒ Hermitage

☐ Star City

☐

Personnel

Name	Position	Degree
Haley Denton	Speech-Language Pathologist	M.S./ UAMS, CCC - SLP

Goal:

- Provide evaluations and interventions to children with speech and language disorders so that they may maximize their potential
- Create and implement an intervention plan specifically designed for each child that will ensure appropriate educational placement
- Provide opportunities and activities that are tailored for individual skill levels

Program Summary:

Speech therapy services include evaluation/diagnosis, screening and treatment of speech (articulation, fluency, voice); language (receptive/expressive); augmentative communication; related skills (chewing, sucking, swallowing, control of oral mechanism, cognitive skills); and hearing.

Major Highlight of the Year:

☐

Yes

☒

No

☐ Restricted ☒ Non-Restricted

Participating Districts

☒ Cleveland Co

☒ Crossett

☒ Dermott

☒ DeWitt

☒ Drew Central

☒ Dumas

☒ Hamburg

☒ Hermitage

☒ Lakeside

☒ McGehee

☒ Monticello

☒ Star City

☒ Warren

☒ Woodlawn

☒ Other Districts

☒ Other Entities

Personnel

Name	Position	Degree
Rhonda Mullikin	Teacher Center Coordinator/Asst. Director	BA- UAM; Masters- Uof A; Admin Certificate
Christelle Haddox	escWorks Coordinator, Clerical, ZOOM Scheduling, ParaPro Test Administrator	Graduate Drew Central High School - Post Secondary UAM

Goal:

To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready.

To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately.

To improve the learning of all students by providing resources to support adult learning and collaboration.

To provide curriculum development assistance as schools.

To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support.

Program Summary:

The Teacher Center Coordinator has the primary responsibility for planning and carrying out the professional development programs for member districts. The professional development programs are, in part, identified by the results of needs assessments, site visits and in collaboration with the Teacher Center Committee. A wide variety of workshops are provided for teachers, administrators and support staff throughout the year utilizing the expertise of regional, state and national consultants to train school personnel to help them develop professionally. In the summer, we contract with teachers of excellence in our member districts and around the state to provide professional development to their peers. The Co-op is in collaboration with ADE as a training site for the many state initiatives. Collaboration with ADE, STEM, ERZ, UAM, ASBA, APSCR, and AAEE help in providing professional development for member districts. Technology is supported through a variety of training sessions as well.

Major Highlights of the Year: Major highlights of the year include training and participation in the following: Shelton Dyslexia Program, RTI, LEADS Support, TESS, BloomBoard Support, Novice Teacher Mentoring, Administrators' Institute, Job Alike and Principal Meetings, Comprehensive Literacy Principal Training, CGI, ECM, CMP3, MDC math training, Math Consortium, Science Consortium, Instructional Technology and Classroom Management Consortia, Literacy Facilitation, School Board Member Training and ParaProfessional training. A full list of professional development is included in this report.

Program	Technology		
Funding Source	ADE Grant		
		Competitive Grant	
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Restricted	<input type="checkbox"/> Non-Restricted		
Participating Districts			
<input checked="" type="checkbox"/> Cleveland Co	<input checked="" type="checkbox"/> Drew Central	<input checked="" type="checkbox"/> Lakeside	<input checked="" type="checkbox"/> Warren
<input checked="" type="checkbox"/> Crossett	<input checked="" type="checkbox"/> Dumas	<input checked="" type="checkbox"/> McGehee	<input checked="" type="checkbox"/> Woodlawn
<input checked="" type="checkbox"/> Dermott	<input checked="" type="checkbox"/> Hamburg	<input checked="" type="checkbox"/> Monticello	<input type="checkbox"/>
<input checked="" type="checkbox"/> DeWitt	<input checked="" type="checkbox"/> Hermitage	<input checked="" type="checkbox"/> Star City	<input type="checkbox"/>

Personnel

Name	Position	Degree
Allen Dunn	Technology Center Coordinator	Information Technology/Computer Networking Systems
Colton Davis	Technology Assistant	
Tyler Waxley	Technology Assistant	

Goal:

Provide quality technology support for the cooperative and for the member schools.
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Program Summary:

Supporting districts in their efforts to provide technology for teaching and learning. Provide quality professional development for district tech coordiantors. Provide ongoing support to the cooperative: network maintenance and training. Used the EtherScope to evaluate our district networks in order to prepare for ACT Aspire Assessment. Assisted the area schools in preparation of network utilization to ensure the districts in our area would be able to administer the ACT Aspire assessments. All schools were successful in testing with minor network changes.. Host quarterly meetings with the district technology coordinators. Provide E-Rate assistance for the cooperative and member school districts. Assist with district technology plans as needed. Upgraded wireless network for better utilization during cooperative PD trainings. Major Highlights of the year: Acquiring 600MB of incoming bandwidth with the new AIREARK fiber optic line. District networks were ready for ACT Aspire assessments. Assisting local districts with ACT Aspire testing with network preparation. Filled in for CCSD tech coordianator during ACT Aspire testing Assisted Monticello EAST network for internet access for the EAST students

Special Projects & Programs

Funding Source Arkansas Department of Education and Southeast Cooperative

Detailed below are special projects or programs in which state funding provided services regionally or statewide. For each special project or program a brief description is given.

Name of Program APPEL (Arkansas Professional Pathway to Education Licensure)

Competitive Grant

☒ Yes ☐ No

Grants were awarded to SEARK Coop to act as a training site for Year 1 and Year 2 teachers in the Arkansas Pathway for Professional Educational Licensure program. Sessions were planned, presenters secured and services provided for participants to be trained and complete a prescribed program toward their teacher licensure. Year 1 had 9 participants and Year 2 had 4 participants. Records are maintained locally and shared with ADE for documentation.

Name of Program ACT Aspire

Competitive Grant

☐ Yes ☒ No

Southeast Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts. The Southeast Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACE Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Name of Program CGI-Cognitively Guided Instruction and Extending Childrens Mathematics

Competitive Grant

☐ Yes ☒ No

Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2&3 of training builds upon the previous year's training-resulting in a true, long-term sustained professional development program. What teachers learn in CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Extending Childrens Mathematics (ECM) a two year professional development opportunity that provides insight into how children build meaning for fractions and decimals. The teachers also learn about the progression of children's strategies for solving fraction word problems and equations from direct modeling through relational thinking.

Name of Program CMP 3 Connected Math Project

Competitive Grant

☐ Yes ☒ No

CMP 3 is a professional development program that supports teachers who are using the CMP 3 curriculum in their classroom. What teachers learn during the professional development enhances how they implement the program and gives them the added support of collaborating with other teachers who are teaching the same content.

Name of Program Comprehensive Literacy Grades 6-8

Competitive Grant

☐ Yes ☒ No

Comprehensive Literacy Grades 6-8 is a professional development offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is designed to assist 6-8 English Language Arts and special education teachers in implementing a comprehensive research-based approach to literacy instruction. This professional development is aligned to the Arkansas English Language Arts Standards and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Name of Program Comprehensive Literacy 2-3/4-5

Competitive Grant

☐ Yes ☒ No

Comprehensive Literacy 2-3/4-5 is a professional development opportunity offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. This professional development aligns to the Arkansas English Language Arts Standards. It is designed to provide a study of comprehensive literacy and the infrastructure components that support student learning by increasing teachers' knowledge and skills in the areas of research-based, data-driven, and developmentally appropriate instructional practices. It focuses on a foundational understanding of the literacy learning progressions, an assessment system to plan differentiated instruction, and evidence-based practices that support contexts for learning. This professional development is aligned to the Arkansas English Language Arts Standards and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Name of Program Comprehensive Literacy K-1

Competitive Grant

☐ Yes ☒ No

Comprehensive Literacy K-1 is a professional development opportunity offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. It is based on the findings of the National Reading Panel Report and aligned to the Arkansas English Language Arts Standards. It is designed to assist K-1 teachers and K-12 special education teachers in the implementation of comprehensive literacy by increasing teachers' knowledge and skills in the areas of research-based, data-driven, and developmentally appropriate instructional practices. It focuses on teaching students along the continuum of literacy learning systems development, using appropriate assessments to inform systematic and explicit instruction, and the routines and procedures for classroom management. This professional development is aligned to the Arkansas English Language Arts Standards and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Name of Program **Instructional (Literacy) Facilitation**

Competitive Grant

☐ Yes ☒ No

The Southeast Arkansas Education Cooperative will provide professional learning to assist Literacy Facilitators (coaches) in maximizing the effectiveness of their work. Research continues to support the positive impact the instructional facilitator has on student achievement. K-12 Literacy Facilitating in Arkansas is designed to support implementation of any new state-wide initiatives in Arkansas schools through professional learning at designated training sites along with onsite support. The training will encompass the strategies and skills Literacy Facilitators need to implement the variety of roles necessary to advance professional learning and to improve student achievement. The curriculum includes a variety of courses that focus on

- understanding how to establish relationships with teachers and administrators to further learning through avenues such as professional learning communities
- developing a deeper understanding of the many roles and components of literacy facilitating
- develop support to implement research-based & high yield instructional practices and assessment systems as aligned to the Arkansas English Language Arts Standards
- understanding the impact of change on adult learning theory
- developing leadership skills for leading reform using communication strategies

Training occurs at cooperative throughout the school year as well as visits to participants' schools in order to support implementation. The coop specialist maintain a wiki at <http://searkinstructionalfacilitation.pbworks.com/w/page/41339528/Welcome> to help provide agendas of training as well as serve as a resource for the literacy facilitators.

Name of Program **(LEADS) Arkansas Leadership Excellence and Development System**

Competitive Grant

☒ Yes ☒ No

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents. Trainings for the LEADS program throughout the 2015-2016 year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

Name of Program **Literacy Design Collaborative (LDC) and Mathematics Design (MDC)**

Competitive Grant

☐ Yes ☒ No

The LDC and MDC professional development opportunities focus on the use of formative assessment to guide instruction aligned to the Arkansas State Standards. March 2016, Marshall Hurst provided information about how to apply for LDC and MDC professional development and technical assistance. Monticello High School participated in the first cohort. Dewitt, Hamburg, Hermitage, McGehee, and Woodlawn participated in the second cohort. Crossett, Dewitt, Drew Central, Lakeside, McGehee and Warren participated in the third year. DeWitt, Lakeside, and Star City participated in the fourth year. For 2016-2017, LDC will be conducted as blended learning. Teachers will participate through Moodle and face to face instruction. MDC will remain face to face as previously conducted. The Southeast Cooperative literacy specialist and science specialist are currently serving as cohort trainers for the program. The Cooperative served as a regional site for these trainings.

Name of Program **Southeast Cooperative Job Alike Committee**

Competitive Grant

☐ Yes ☒ No

The Job Alike committee is comprised of curriculum coordinators, assistant superintendents and administrators from the fourteen schools in the cooperative. This committee meets during the year to discuss hot topics and shares information electronically, curriculum issues, and to share ideas. The Job Alike committee has been very beneficial in keeping school leaders abreast of topics and issues. These educators have formed a strong, collaborative group that work diligently to increase student achievement.

Name of Program **(TESS) Arkansas Teacher Excellence Support System**

Competitive Grant

☐ Yes ☒ No

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software that provided by the ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-2016 school year.

Summary Attended – Southeast

Printed Date: 4/26/2016 Last modified: 4/26/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
SE EC2015 Closing Staff Meeting			
252781 - Jun 1, 2015 9:00 am - 1:00 pm	0.00	3	39
Non-Curricular			
SE Module One Overview of a Comprehensive Literacy Framework and Literacy Assessment System K-1 (2 days)			
249205 - Jun 2, 3, 2015 9:00 am - 4:00 pm	12.00	8	14
Instructional Strategies			
SE Student Engagement in Online World			
253510 - Jun 2, 2015 8:00 am - 3:00 pm	6.00	2	6
Instructional Strategies			
SE Designing Assessment and Rubrics for Comp I & II			
253520 - Jun 3, 2015 8:30 am - 3:30 pm	6.00	1	4
Assessment, Instructional Strategies			
SE Module Two Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction K-1 (2 days)			
249206 - Jun 4, 5, 2015 9:00 am - 4:00 pm	12.00	8	17
Instructional Strategies			
SE Extending Children's Mathematics Year 2 Day 1-4			
238821 - Jun 8, 9, 10, 11, 2015 8:30 am - 3:30 pm	24.00	9	14
Instructional Strategies			
SE Module One Overview of a Comprehensive Literacy Framework and Literacy Assessment System K-1 (2 days)			
239310 - Jun 8, 9, 2015 9:00 am - 4:00 pm	12.00	2	20
Instructional Strategies			
SE Planning for New Science Standards: K-12 Introduction to Three-Dimensional Learning			
239892 - Jun 8, 9, 2015 9:00 am - 4:00 pm	12.00	8	15
Arkansas Content Standards Frameworks, Instructional Strategies			
SE Autism Spectrum Disorder - Day 1			
240313 - Jun 8, 2015 9:00 am - 4:00 pm	6.00	9	26
Classroom Management, Instructional Leadership, Instructional Strategies, Principles of Learning Developmental Stages			
SE Emerging Tools The Classroom OR Engage, Excite, and Empower K-12 Students with Free Tools			
240331 - Jun 8, 2015 9:00 am - 4:00 pm	6.00	11	25
Educational Technology			
SE Luau: School Wellness Conference			
240483 - Jun 8, 9, 2015 8:30 am - 4:00 pm	12.00	16	39
Health Physical Activity			
SE Developmental Spelling Analysis			
241661 - Jun 8, 2015 9:00 am - 4:00 pm	6.00	2	2
Assessment, Instructional Strategies			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Fun with Fraction Foundations Grades 3-4 243589 - Jun 8, 9, 2015 9:00 am - 4:00 pm	12.00	7	8
Instructional Strategies			
SE Differentiation is Doable 240149 - Jun 9, 2015 9:00 am - 4:00 pm	6.00	10	20
Instructional Strategies			
SE Autism Spectrum Disorder - Day 2 240316 - Jun 9, 2015 9:00 am - 4:00 pm	6.00	11	29
Classroom Management, Instructional Leadership, Instructional Strategies, Principles of Learning Developmental Stages			
SE Chromebook Institute- Advance your knowledge using Chromebooks! 240321 - Jun 9, 2015 9:00 am - 4:00 pm	6.00	11	23
Educational Technology			
SE Close Reading for Grades 6-12 241761 - Jun 9, 2015 9:00 am - 4:00 pm	6.00	4	8
Instructional Strategies			
SE Module Two Phonics/Word Study: Phonemic Awareness, Phonics, and Spelling Instruction K-1 (2 days) 239312 - Jun 10, 11, 2015 9:00 am - 4:00 pm	12.00	2	21
Instructional Strategies			
SE Differentiation is Doable 240185 - Jun 10, 2015 9:00 am - 4:00 pm	6.00	7	16
Instructional Strategies			
SE Calibration and Coaching Training - For Administrators 241098 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	7	15
SE Text Dependent Questions for Grades 9-12 241762 - Jun 10, 2015 9:00 am - 4:00 pm	6.00	8	11
Instructional Strategies			
SE All Come Together: Math K-5 243590 - Jun 10, 11, 2015 9:00 am - 4:00 pm	12.00	7	21
Instructional Strategies			
SE Calibration and Coaching Training - For Administrators 241100 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	3	9
SE Short and Sustained Research for Grades 9-12 241763 - Jun 11, 2015 9:00 am - 4:00 pm	6.00	7	9
Instructional Strategies			
SE Excel – From the Beginning 242004 - Jun 11, 2015 9:00 am - 4:00 pm	6.00	8	10
Educational Technology			
SE Google for Teachers 244193 - Jun 11, 2015 9:00 am - 4:00 pm	6.00	12	24
Educational Technology			
SE Extending Children's Mathematics Year 1 Days 1-4 238729 - Jun 15, 16, 17, 18, 2015 8:30 am - 3:30 pm	24.00	7	18
Instructional Strategies			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Module One Overview of a Comprehensive Literacy Framework and Literacy Assessment System 2-3 (2 days)			
239351 - Jun 15, 16, 2015 9:00 am - 4:00 pm	12.00	6	20
Instructional Strategies			
SE CCSS & Technology for All Subjects			
241764 - Jun 15, 2015 9:00 am - 4:00 pm	6.00	7	16
Instructional Leadership, Instructional Strategies			
SE Administrators Institute - Day 1 - June 15, 2015 - Shirley Hall			
243702 - Jun 15, 2015 9:00 am - 4:00 pm	6.00	14	67
Instructional Leadership, Mentoring Coaching			
SE Computer Science 101			
249759 - Jun 15, 2015 9:00 am - 4:00 pm	6.00	4	4
Arkansas Content Standards Frameworks			
SE Using Primary Sources in Lesson Plan Development			
239044 - Jun 16, 2015 1:00 pm - 4:00 pm	3.00	6	8
Arkansas History			
SE Cruising Through the Standards: (K-12)			
239680 - Jun 16, 2015 9:00 am - 4:00 pm	6.00	10	16
Arkansas Content Standards Frameworks			
SE Excel – Next Steps			
242005 - Jun 16, 2015 9:00 am - 4:00 pm	6.00	5	7
Educational Technology			
SE Argumentative Writing for grades 9-12			
242124 - Jun 16, 2015 9:00 am - 4:00 pm	6.00	4	5
Instructional Strategies			
SE Administrators Institute - Day 2 - June 16, 2015 - AAEEA-Mike Mertens; ADE Attorney-Kendra Clay; Co-op Financial Consultant-Norman Hill			
243704 - Jun 16, 2015 9:00 am - 4:00 pm	6.00	16	74
Fiscal Management, Instructional Leadership			
SE An Introduction to Classroom Observation for Teachers - Shirley Hall			
243984 - Jun 16, 2015 9:00 am - 4:00 pm	6.00	6	11
SE Using the State Capitol to Teach			
244491 - Jun 16, 2015 9:00 am - 12:00 pm	3.00	7	9
SE TIER I -AAEEA-Mike Mertens			
244611 - Jun 16, 2015 9:00 am - 11:00 am	2.00	13	47
SE Module Two Word Study: Phonics, Spelling, and Vocabulary Instruction 2-3 (2 days)			
239353 - Jun 17, 18, 2015 9:00 am - 4:00 pm	12.00	7	20
Instructional Strategies			
SE Stress Management for Teachers			
240193 - Jun 17, 2015 9:00 am - 4:00 pm	6.00	7	19
Classroom Management, Educational Technology, Health Physical Activity, Instructional Strategies, Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Administrators Institute - Day 3 - June 17, 2015 - ADE Research and Technology - Katrina Craft; Teen Suicide and Bullying - Injury Prevention Center Manger UAMS - Susan Cohen 243720 - Jun 17, 2015 9:00 am - 4:00 pm	6.00	14	63
Data Disaggregation, Instructional Strategies			
SE - Teen Suicide and Bullying - Injury Prevention Center Manger UAMS - Susan Cohen 242544 - Jun 18, 2015 9:00 am - 12:00 pm	3.00	8	19
SE - Teen Suicide and Bullying - Injury Prevention Center Manger UAMS - Susan Cohen 242545 - Jun 18, 2015 1:00 pm - 3:30 pm	3.00	7	9
SE Stress Management for Teachers 255653 - Jun 18, 2015 9:00 am - 4:00 pm	6.00	9	14
Classroom Management, Educational Technology, Health Physical Activity, Instructional Strategies, Principles of Learning Developmental Stages			
SE Transitioning to New Arkansas Science Standards: Putting Practices in Place 239894 - Jun 22, 23, 2015 9:00 am - 4:00 pm	12.00	8	14
Arkansas Content Standards Frameworks, Instructional Strategies			
SE Writing Behavior Plans 240194 - Jun 22, 2015 9:00 am - 4:00 pm	6.00	13	29
Assessment, Classroom Management, Instructional Strategies, Systemic Change Process			
SE Google Academy Basics - Day 1 Chrome browser and Gmail 240306 - Jun 22, 2015 9:00 am - 4:00 pm	6.00	7	16
Educational Technology			
SE Module One Grades 6-8 Implementing a Comprehensive Literacy Framework - Overview of a Comprehensive Literacy Framework and Literacy Assessment System 241765 - Jun 22, 23, 2015 9:00 am - 4:00 pm	12.00	8	14
Instructional Strategies			
SE Transition Toolkit Training 242539 - Jun 22, 2015 9:00 am - 4:00 pm	6.00	5	7
Private Events			
SE Number Talks 243591 - Jun 22, 2015 9:00 am - 4:00 pm	6.00	7	32
Common Core State Standards, Instructional Strategies			
SE Keyboarding Instruction for Grades 3-4 244708 - Jun 22, 2015 9:00 am - 4:00 pm	6.00	14	25
Educational Technology			
SE Bloomboard for Teachers 250084 - Jun 22, 2015 9:00 am - 4:00 pm	6.00	12	37
SE Early Literacy Learning in Arkansas (ELLA) Day 9-11 238731 - Jun 23, 24, 25, 2015 9:00 am - 4:00 pm	18.00	7	17
Instructional Strategies			
SE Teaching Computer Coding 249765 - Jun 23, 2015 9:00 am - 4:00 pm	6.00	1	1
Arkansas Content Standards Frameworks			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Google Academy Basics - Day 2 Drive (Docs, Presentations, Sheets, Draw, Forms and more)			
250168 - Jun 23, 2015 9:00 am - 4:00 pm	6.00	8	18
Educational Technology			
SE Behavior Tools			
240319 - Jun 24, 25, 2015 9:00 am - 4:00 pm	12.00	11	20
Classroom Management, Instructional Leadership, Instructional Strategies, Principles of Learning Developmental Stages			
SE Tech Tools and Website Wonders To Enhance Teaching			
241767 - Jun 24, 2015 9:00 am - 4:00 pm	6.00	13	17
Common Core State Standards, Instructional Leadership, Instructional Strategies			
SE CCSS Math: Content Literacy 6-8			
242006 - Jun 24, 2015 9:00 am - 4:00 pm	6.00	3	5
Instructional Strategies			
SE 13th Amendment - History HUB, timeline, and digital resources			
246181 - Jun 24, 2015 9:00 am - 12:00 pm	3.00	7	9
Arkansas History			
SE Chapters in Arkansas History - University of Arkansas Special Collections Exhibit			
246188 - Jun 24, 2015 1:00 pm - 4:00 pm	3.00	9	13
Arkansas History			
SE Google Academy Basics - Day 3 Calendar and G+ (including hangouts)			
250172 - Jun 24, 2015 9:00 am - 4:00 pm	6.00	6	14
Educational Technology			
SE Student Directed Transition Planning (SDTP)			
242540 - Jun 25, 2015 9:00 am - 12:00 pm	3.00	3	5
Private Events			
SE Preparing Middle School Students As They Consider Going to College			
242541 - Jun 25, 2015 12:30 pm - 3:30 pm	3.00	3	4
Private Events			
SE Chapters in Arkansas History - Arkansas Geography for Middle School			
246217 - Jun 25, 2015 9:00 am - 12:00 pm	3.00	6	7
Arkansas History			
SE Arkansas Symbols and Arkansas Geography			
246218 - Jun 25, 2015 1:00 pm - 4:00 pm	3.00	7	7
Arkansas History			
SE Through the Eyes of Poverty			
247824 - Jun 25, 2015 9:00 am - 4:00 pm	6.00	12	22
SE Google Academy Basics - Day 4 Sites, Youtube and other tips and tricks			
250174 - Jun 25, 2015 9:00 am - 4:00 pm	6.00	3	8
Educational Technology			
SE APSCN Workday			
254444 - Jun 25, 2015 9:00 am - 4:00 pm	0.00	7	7
Non-Curricular			
SE Behavior Tools			
257605 - Jun 26, 29, 2015 9:00 am - 4:00 pm	12.00	4	4
Classroom Management, Instructional Leadership, Instructional Strategies, Principles of Learning Developmental Stages			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Tech Tools for Today's Students			
241105 - Jun 29, 2015 9:00 am - 4:00 pm	6.00	6	7
Assessment			
SE Short and Sustained Research for Grades 6-8			
241768 - Jun 29, 2015 9:00 am - 4:00 pm	6.00	9	14
Instructional Strategies			
SE Math Manipulatives K-2			
243592 - Jun 29, 2015 9:00 am - 4:00 pm	6.00	5	13
Instructional Strategies			
SE CGI Level 1- Days 1-4			
243661 - Jun 29, 30, Jul 1, 2, 2015 8:30 am - 3:30 pm	24.00	10	32
Instructional Strategies			
SE Administrators Institute - Day 5 - June 29, 2015 - Harry Dickens			
243727 - Jun 29, 2015 9:00 am - 4:00 pm	6.00	14	46
Educational Technology			
SE Impact of the Japanese American Internment Experience in the communities in Arkansas			
245275 - Jun 29, 2015 9:00 am - 4:00 pm	6.00	15	26
SE Project WET/WOW/Aquatic WILD			
235227 - Jun 30, 2015 9:30 am - 3:30 pm	6.00	9	15
Curriculum Alignment			
SE Project Based Learning (Half a Day)			
241151 - Jun 30, 2015 9:00 am - 12:00 pm	3.00	13	31
SE Building a Unit (Half a Day)			
241152 - Jun 30, 2015 1:00 pm - 4:00 pm	3.00	13	33
SE Text Dependent Questions for Grades 6-8			
241770 - Jun 30, 2015 9:00 am - 4:00 pm	6.00	5	11
Instructional Strategies			
SE Math Manipulatives Gr. 3-5			
243593 - Jun 30, 2015 9:00 am - 4:00 pm	6.00	6	10
Instructional Strategies			
SE Google for Teachers			
244198 - Jun 30, 2015 9:00 am - 4:00 pm	6.00	8	13
Educational Technology			
SE Building a Portfolio for TESS			
241108 - Jul 1, 2015 9:00 am - 4:00 pm	6.00	13	21
SE So Many Books, So Little Time			
241660 - Jul 1, 2015 9:00 am - 4:00 pm	6.00	11	16
Instructional Strategies			
SE Social Studies Curriculum Framework, C3 Framework, and disciplinary literacy			
243996 - Jul 1, 2015 9:00 am - 4:00 pm	6.00	12	42
Arkansas Content Standards Frameworks			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Effective Literacy for Grades 2-4 Day 8,9,10 238825 - Jul 7, 8, 9, 2015 9:00 am - 4:00 pm	18.00	6	13
Instructional Strategies			
SE Management Matters – Elementary Classroom Management Training - 240255 - Jul 7, 2015 9:00 am - 4:00 pm	6.00	11	33
Classroom Management			
SE Triand for Counselors/Registrars 240477 - Jul 7, 2015 12:30 pm - 3:30 pm	3.00	5	7
Educational Technology			
SE Triand for System Administrators 240478 - Jul 7, 2015 8:30 am - 11:30 am	3.00	1	1
Educational Technology			
SE - SREB - Math Ready 241248 - Jul 7, 8, 9, 2015 8:30 am - 4:00 pm	18.00	40	52
SE - SREB - Literacy Ready 241250 - Jul 7, 8, 9, 2015 8:30 am - 4:00 pm	18.00	39	52
SE CGI Level 2 Days 1-4 243656 - Jul 7, 8, 9, 10, 2015 8:30 am - 3:30 pm	24.00	10	24
Instructional Strategies			
SE CHARLIE MAY SIMON & ARKANSAS DIAMOND BOOK OVERVIEW 2015-2016 244295 - Jul 7, 2015 9:00 am - 12:00 pm	3.00	9	15
SE Arkansas Teen Book Award 2015 245078 - Jul 7, 2015 1:00 pm - 4:00 pm	3.00	11	12
SE Agriculture Updates and TAT Visit Prep 245087 - Jul 7, 2015 9:00 am - 4:00 pm	6.00	10	10
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Data Disaggregation, Educational Technology, Instructional Strategies			
SE Building Integer Concepts and Operations Conceptually With Deeper Understanding Grades 5-8 243595 - Jul 8, 9, 2015 9:00 am - 4:00 pm	12.00	5	9
Instructional Strategies			
SE Business Education Updates and TAT Visit Prep 245090 - Jul 8, 2015 9:00 am - 4:00 pm	6.00	15	32
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Data Disaggregation, Educational Technology, Instructional Strategies			
SE Management Matters – Secondary Classroom Management Training 240266 - Jul 9, 2015 9:00 am - 4:00 pm	6.00	16	34
Classroom Management			
SE Instructional Technology: Moving from Inclusion to Integration 241153 - Jul 9, 2015 9:00 am - 4:00 pm	6.00	7	9
Educational Technology			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Google for Teachers 244205 - Jul 9, 2015 9:00 am - 4:00 pm	6.00	8	15
Educational Technology			
SE Family & Consumer Sciences Updates and TAT Visit Prep 245094 - Jul 9, 2015 9:00 am - 4:00 pm	6.00	10	11
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Data Disaggregation, Educational Technology, Instructional Strategies			
SE Bloomboard for Teachers 254489 - Jul 9, 2015 9:00 am - 4:00 pm	6.00	6	18
SE Through the Eyes of Poverty 240155 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	6	12
Instructional Strategies			
SE Google Academy Bootcamp - Day 1 - Chrome browser and Gmail 240325 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	9	18
Educational Technology			
SE Pre-AP Interdisciplinary Strategies for English and the Social Sciences 241307 - Jul 13, 14, 2015 9:00 am - 4:00 pm	12.00	13	27
SE Disciplinary Literacy for Science Grades 4-5 241771 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	5	6
Arkansas Content Standards Frameworks, Instructional Strategies			
SE Curriculum Planning with Dr. Linda Griffith's Document Grades K-2 243596 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	2	3
Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
SE CGI Level 3 Days 1-3 243660 - Jul 13, 14, 15, 2015 8:30 am - 3:30 pm	18.00	10	21
Instructional Strategies			
SE ESL Workshop 247837 - Jul 13, 2015 9:00 am - 4:00 pm	6.00	6	8
SE The Daily Five (K-2) 238839 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	4	11
Instructional Strategies			
SE Thinking Skills for Classroom Teachers Grades 2-8 240156 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	10	15
Instructional Strategies			
SE Disciplinary Literacy for Science Grades 6-8 241772 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	6	9
Arkansas Content Standards Frameworks, Instructional Strategies			
SE Curriculum Planning with Dr. Linda Griffith's Document Grades 3-5 243597 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	5	7
Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
SE Career Education Updates and TAT Visit Prep 245096 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	6	7
Arkansas Content Standards Frameworks, Assessment, Educational Technology, Instructional Strategies			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Google Academy Bootcamp Day 2 - Drive (Docs, Presentations, Sheets, Draw, Forms and more)			
250194 - Jul 14, 2015 9:00 am - 4:00 pm	6.00	10	20
Educational Technology			
SE The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)			
238730 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	3	3
Instructional Strategies			
SE TESS/Framework for Teaching/TESS Updates			
240157 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	11	40
Instructional Strategies			
SE Disciplinary Literacy for Social Studies Grades 6-8			
241773 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	3	4
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
SE Math Manipulatives K-2			
244430 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	6	9
Instructional Strategies			
SE Skilled & Technical and STEM Areas Updates and TAT Visit Prep			
245098 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	9	15
Arkansas Content Standards Frameworks, Assessment, Classroom Management, Data Disaggregation, Educational Technology, Instructional Strategies			
SE Google Academy Bootcamp Day 3 - Calendar and G+ (including hangouts)			
250197 - Jul 15, 2015 9:00 am - 4:00 pm	6.00	9	19
Educational Technology			
SE Short and Sustained Research (K-5)			
238838 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	6	7
Common Core State Standards, Instructional Strategies			
SE Disciplinary Literacy for Social Studies Grades 9-12			
241774 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	7	10
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
SE Math Manipulatives Gr. 3-5			
244428 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	4	5
Instructional Strategies			
SE Grammar Bootcamp Syntactic Forms and Functions for SLPs			
244713 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	6	7
Instructional Strategies			
SE AGS Educators Day			
247266 - Jul 16, 2015 8:00 am - 4:00 pm	6.00	5	5
SE Google Academy Bootcamp Day 4 - Sites, Youtube and other tips and tricks			
250200 - Jul 16, 2015 9:00 am - 4:00 pm	6.00	10	19
Educational Technology			
SE Standards Based IEP Training - Day 1 - Overview of Standards-Based IEPs and Begin Student Profile Summary			
250581 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	22	46
Non-Curricular			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE TIER I - ZOOM			
257601 - Jul 16, 2015 8:30 am - 10:30 am	2.00	1	1
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SE Module One Overview of a Comprehensive Literacy Framework and Literacy Assessment System (2 days)			
239355 - Jul 20, 21, 2015 9:00 am - 4:00 pm	12.00	7	12
Instructional Strategies			
SE Understanding Domain 1 & 4			
240163 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	4	5
Instructional Strategies			
SE Oh Appy Day			
240332 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	9	16
Educational Technology			
SE Visual Art, Music, Theatre, and Dance: Unpacking the 2014 Fine Arts Framework			
241438 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	12	28
Curriculum Alignment			
SE CCSS & Technology: Intro into Google Drive			
241775 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	8	10
Common Core State Standards, Instructional Leadership, Instructional Strategies			
SE Number Talks			
243599 - Jul 20, 2015 9:00 am - 4:00 pm	6.00	11	21
Common Core State Standards, Instructional Strategies			
SE Transitioning to New Science Standards: Targeted Support for Elementary Teachers			
239896 - Jul 21, 22, 23, 2015 9:00 am - 4:00 pm	18.00	9	15
Arkansas Content Standards Frameworks, Instructional Strategies			
SE Understanding Domain 2 & 3			
240164 - Jul 21, 2015 9:00 am - 4:00 pm	6.00	5	7
Instructional Strategies			
SE Bloomboard Basics			
240333 - Jul 21, 2015 9:00 am - 4:00 pm	6.00	8	23
Educational Technology			
SE Anchoring Standards in Art			
245083 - Jul 21, 2015 9:00 am - 4:00 pm	6.00	9	13
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SE ACE Technical Assistance Visit Prep – Make-Up Day			
251886 - Jul 21, 2015 9:00 am - 4:00 pm	6.00	13	25
Arkansas Content Standards Frameworks, Assessment, Data Disaggregation, Educational Technology			
SE Module Two Word Study: Phonics, Spelling, and Vocabulary Instruction (2 days)			
239362 - Jul 22, 23, 2015 9:00 am - 4:00 pm	12.00	8	12
Instructional Strategies			
SE Understanding Domain 1 & 4			
240166 - Jul 22, 2015 9:00 am - 4:00 pm	6.00	4	13
Instructional Strategies			
SE Never Fear Fractions Again! Grades 5-6			
243600 - Jul 22, 23, 2015 9:00 am - 4:00 pm	12.00	8	11
Instructional Strategies			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Module Two Grades 6-8 Implementing a Comprehensive Literacy Framework - Word Study: Orthography, Morphology, and Vocabulary Instruction			
244949 - Jul 22, 2015 9:00 am - 4:00 pm	6.00	4	5
Common Core State Standards, Instructional Strategies			
SE ACE Office of Assessment Testing Training			
250843 - Jul 22, 2015 9:00 am - 4:00 pm	6.00	9	14
Arkansas Content Standards Frameworks, Assessment, Educational Technology, Instructional Strategies			
SE Understanding Domain 2 & 3			
240167 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	5	11
SE Sports Health Update 2015			
241819 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	9	45
Health Physical Activity			
SE Argumentative Writing for grades 6-8			
245016 - Jul 23, 2015 9:00 am - 4:00 pm	6.00	4	4
Common Core State Standards, Instructional Strategies			
SE Pre-AP: Strategies in Mathematics			
241295 - Jul 27, 28, 2015 9:00 am - 4:00 pm	12.00	11	19
SE Pre-AP: Strategies in Science			
241306 - Jul 27, 28, 2015 9:00 am - 4:00 pm	12.00	9	14
SE Teaching Foundational Literacy Skills in RTI Tiers 1, 2, and 3			
241482 - Jul 27, 28, 2015 9:00 am - 4:00 pm	12.00	6	20
Arkansas Content Standards Frameworks, Common Core State Standards			
SE Data and Statistics for Middle School Teachers: Building the Foundation Grades 5-8			
243586 - Jul 27, 28, 2015 9:00 am - 4:00 pm	12.00	5	8
Instructional Strategies			
SE NOVICE TEACHER MENTORS 2015-2016			
245296 - Jul 27, 2015 9:00 am - 4:00 pm	6.00	8	20
Mentoring Coaching			
SE Module One Overview of a Comprehensive Literacy Framework and Literacy Assessment System 2-3 (2 days)			
249207 - Jul 27, 28, 2015 9:00 am - 4:00 pm	12.00	7	8
Instructional Strategies			
SE APSCN Workday			
246127 - Jul 28, 2015 9:00 am - 4:00 pm	0.00	8	17
Non-Curricular			
SE What Is Performance-Based Learning?			
242008 - Jul 29, 2015 9:00 am - 4:00 pm	6.00	10	20
Common Core State Standards, Instructional Strategies			
SE Talents Unlimited			
242538 - Jul 29, 30, 2015 9:00 am - 4:00 pm	12.00	6	16
Instructional Strategies			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE APSCN Workday			
246132 - Jul 29, 2015 9:00 am - 4:00 pm	0.00	6	12
Non-Curricular			
SE Module Two Word Study: Phonics, Spelling, and Vocabulary Instruction 2-3 (2 days)			
249208 - Jul 29, 30, 2015 9:00 am - 4:00 pm	12.00	7	14
Instructional Strategies			
SE NOVICE TEACHER MENTORS 2015-2016			
245309 - Jul 30, 2015 9:00 am - 4:00 pm	6.00	7	12
Mentoring Coaching			
SE Statewide Field Test Training			
257102 - Jul 31, 2015 8:30 am - 4:00 pm	6.00	18	43
SE Dyslexia Therapist Training - Year One			
238687 - Aug 3, 4, 5, 6, 7, 2015 8:00 am - 4:30 pm	40.00	16	26
Cognitive Research, Principles of Learning Developmental Stages			
SE Literacy Design Collaborative (LDC)			
241776 - Aug 3, 4, 5, 2015 9:00 am - 4:00 pm	18.00	4	10
Common Core State Standards, Instructional Strategies			
SE Mathematics Design Collaborative (MDC)			
242012 - Aug 3, 4, 5, 2015 8:30 am - 3:30 pm	18.00	7	24
Common Core State Standards			
SE APSCN New Personnel Registration/Scheduling Training			
245964 - Aug 3, 2015 9:00 am - 4:00 pm	6.00	8	13
SE STAR workshop for beginners in DTT and PRT			
240320 - Aug 4, 5, 6, 2015 9:00 am - 4:00 pm	18.00	9	24
Classroom Management, Educational Technology, Instructional Leadership, Instructional Strategies, Principles of Learning Developmental Stages			
SE Teaching the Gifted in the Secondary content classroom			
245661 - Aug 4, 2015 9:00 am - 4:00 pm	6.00	3	3
Instructional Strategies			
SE APSCN New Personnel Attendance Training			
245969 - Aug 4, 2015 8:30 am - 12:00 pm	3.00	6	12
Non-Curricular			
SE APSCN New Personnel Discipline Training			
245970 - Aug 4, 2015 1:00 pm - 4:00 pm	3.00	6	10
Non-Curricular			
SE NOVICE TEACHER MENTORS 2015-2016			
245315 - Aug 5, 2015 9:00 am - 4:00 pm	6.00	7	9
Mentoring Coaching			
SE Core Module for Paraprofessionals			
253327 - Aug 5, 2015 9:00 am - 4:00 pm	6.00	4	9
SE It's Time to Get in the Game: The Stock Market Game			
240173 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	4	5

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Curriculum Planning with Dr. Linda Griffith's Document Grades 6-8			
243602 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	2	2
Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
SE TESS/Framework for Teaching/TESS Updates			
258503 - Aug 6, 2015 9:00 am - 4:00 pm	6.00	8	22
Instructional Strategies			
SE Behavior Module for Paraprofessionals			
253329 - Aug 7, 2015 9:00 am - 4:00 pm	6.00	3	7
SE TIER I & II Make-Up Day			
256067 - Aug 10, 2015 9:00 am - 11:00 am	2.00	10	30
SE EC2015 Evaluation Performance/Growth Plans			
258913 - Aug 10, 2015 9:00 am - 4:00 pm	6.00	1	26
Instructional Leadership, Non-Curricular, Supervision			
SE EC2015 Rethink Behavioral Plans			
258916 - Aug 11, 2015 9:00 am - 4:00 pm	6.00	1	24
Assessment, Data Disaggregation, Educational Technology, Instructional Strategies, Principles of Learning Developmental Stages			
SE EC2015 Staff Meeting			
258920 - Aug 13, 2015 12:00 pm - 2:00 pm	0.00	1	40
Non-Curricular			
SE Virtual Arkansas Facilitator Training			
256549 - Aug 14, 2015 8:30 am - 3:00 pm	6.00	17	36
Educational Technology, Instructional Strategies			
SE EC2015 Outcomes			
258925 - Aug 14, 2015 9:00 am - 4:00 pm	6.00	1	25
Assessment, Data Disaggregation, Instructional Strategies			
SE EC2015 Paraprofessional Annual Training			
260112 - Aug 14, 2015 9:00 am - 4:00 pm	6.00	1	15
Assessment, Instructional Strategies			
SE EC2015 Least Restrictive Environment			
258927 - Aug 17, 2015 9:00 am - 4:00 pm	6.00	1	26
Classroom Management, Data Disaggregation, Instructional Strategies, Non-Curricular			
SE Dyslexia Update for Year I			
260744 - Aug 20, 2015 8:30 am - 4:00 pm	6.00	15	28
Instructional Strategies			
SE EC2015 Behavior with Clara Penney			
258928 - Aug 21, 2015 9:00 am - 4:00 pm	6.00	2	29
Classroom Management, Instructional Strategies, Non-Curricular, Supervision			
SE TESS/LEADS UPDATES			
265657 - Aug 21, 2015 1:00 pm - 2:00 pm	1.00	1	3
SE Tier I Training			
262681 - Aug 27, 2015 9:30 am - 11:30 am	2.00	1	1

Summary Attended

Printed Date: 4/26/2016 Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE APSCN SMS Required Fields for SIS Training 262773 - Aug 27, 2015 9:00 am - 4:00 pm	6.00	7	13
Non-Curricular			
SE APSCN SMS Required Fields for SIS Training 262781 - Aug 28, 2015 9:00 am - 4:00 pm	6.00	9	12
Non-Curricular			
SE Child Nutrition 2015-2016 263210 - Sep 3, 2015 12:45 pm - 4:00 pm	3.00	1	1
SE Shelton - Dyslexia Year I - Fall 2015 263443 - Sep 3, 4, 2015 8:00 am - 4:30 pm	16.00	14	23
SE AR Teacher Excellence and Support System (TESS) Law & Process for Teachers 2015 266094 - Sep 3, 2015 9:00 am - 12:00 pm	3.00	7	13
Non-Curricular			
SE LEA Supervisors Meeting 267945 - Sep 4, 2015 9:00 am - 11:30 am	0.00	6	14
Supervision			
SE APSCN IPR/Report Card Training 262788 - Sep 10, 2015 9:00 am - 4:00 pm	6.00	11	17
Non-Curricular			
SE Tier I Training 262682 - Sep 14, 2015 9:00 am - 11:00 am	2.00	1	1
SE Science Job Alike 263327 - Sep 14, 2015 9:00 am - 4:00 pm	6.00	7	11
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
SE Literacy Facilitation 263112 - Sep 18, 2015 9:00 am - 4:00 pm	6.00	15	26
Arkansas Content Standards Frameworks, Common Core State Standards, Educational Technology, Mentoring Coaching			
SE Pre Monitoring Technical Assistance 266562 - Sep 18, 2015 9:00 am - 4:00 pm	6.00	6	6
Arkansas Content Standards Frameworks			
SE Extending Children's Mathematics Year I Fall Follow Up Days 267056 - Sep 18, 25, 2015 8:30 am - 3:30 pm	12.00	8	19
Classroom Management, Common Core State Standards			
SE Math Consortium Linda Griffith - Grades 3-5 247968 - Sep 21, 2015 9:00 am - 4:00 pm	6.00	12	22
SE Technology Consortium 2015-2016 256527 - Sep 22, 2015 9:00 am - 4:00 pm	6.00	11	31
Educational Technology			
SE APSCN Medical Training 262796 - Sep 22, 2015 9:00 am - 4:00 pm	6.00	13	15
Non-Curricular			

Summary Attended

Printed Date: 4/26/2016 Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE NOVICE TEACHER MENTORS 2015-2016			
265586 - Sep 24, 2015 9:00 am - 4:00 pm	6.00	8	16
Mentoring Coaching			
SE ACA-EBI			
266979 - Sep 24, 2015 9:00 am - 11:00 am	2.00	6	11
Non-Curricular			
SE Dyslexia Level 2 Testing Training			
265721 - Sep 25, 2015 9:00 am - 4:00 pm	6.00	12	16
SE Math Consortium Linda Griffith - Grades 6-8			
247970 - Sep 28, 2015 9:00 am - 4:00 pm	6.00	12	15
SE CMP3 - Proportional Reasoning/Proportional Connections/Power of Math Reflections			
249609 - Sep 28, 2015 8:30 am - 3:30 pm	6.00	6	15
SE APSCN New Personnel (Warren)			
267879 - Sep 30, 2015 9:00 am - 4:00 pm	6.00	1	1
Non-Curricular			
SE Blended Learning Basics for Classroom Teachers			
248378 - Oct 1, 2015 8:30 am - 3:30 pm	6.00	2	2
SE APSCN New Personnel (Warren)			
267880 - Oct 1, 2015 9:00 am - 4:00 pm	6.00	1	1
Non-Curricular			
SE LEA Supervisors Meeting			
268752 - Oct 2, 2015 9:00 am - 12:00 pm	0.00	4	10
Supervision			
SE CGI Level I Fall Follow Up Days			
267060 - Oct 5, 6, 2015 8:30 am - 3:30 pm	12.00	10	30
SE School Board Training Session I - 2015-2016			
268762 - Oct 5, 2015 5:30 pm - 8:30 pm	3.00	12	12
SE TIER I & II Make-Up Day			
256068 - Oct 7, 2015 9:00 am - 11:00 am	2.00	9	23
SE APSCN Cycle 2 Workday			
262803 - Oct 7, 2015 9:00 am - 4:00 pm	6.00	5	8
Non-Curricular			
SE LDC Day 4			
262876 - Oct 7, 2015 9:00 am - 4:00 pm	6.00	3	5
Arkansas Content Standards Frameworks, Assessment			
SE MDC - Follow-Up PD Day 4			
263463 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	6	20
Common Core State Standards			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE CGI Level II Fall Follow Up Day			
267062 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	9	22
SE Standards Based IEP Training - Day 2 - Standards, Present Level of Performance, Impact Statement			
251879 - Oct 8, 2015 8:30 am - 3:30 pm	6.00	23	45
SE Shelton - Dyslexia Year I - Fall 2015			
263445 - Oct 8, 9, 2015 8:00 am - 4:30 pm	16.00	14	23
SE CGI Level III Fall Follow Up Days			
267063 - Oct 8, 9, 2015 8:30 am - 3:30 pm	12.00	10	21
SE – Reading Recovery Continuing Contact 2015-2016			
268704 - Oct 8, 2015 9:00 am - 3:00 pm	6.00	4	7
Advocacy Leadership, Assessment, Data Disaggregation, Educational Technology, Instructional Strategies			
SE Extending Children's Mathematics Year II Fall Follow Up Days			
267058 - Oct 9, 16, 2015 8:30 am - 3:30 pm	12.00	9	14
SE Fall Counselor Meeting			
262585 - Oct 13, 2015 8:30 am - 3:30 pm	6.00	12	35
Advocacy Leadership, Assessment, Mentoring Coaching, Parental Involvement, Principles of Learning Developmental Stages			
SE AP Coordinator's Meeting			
268771 - Oct 13, 2015 8:00 am - 3:30 pm	6.00	2	2
SE Accommodation Training			
267304 - Oct 14, 2015 9:00 am - 12:00 pm	3.00	14	69
SE School Improvement Specialist Training for Focus Schools			
268174 - Oct 14, 2015 8:30 am - 3:30 pm	6.00	7	13
Instructional Leadership, Private Events, Systemic Change Process			
SE COMPLETING THE 2015 HOME LANGUAGE SURVEY REPORT			
268389 - Oct 15, 2015 10:00 am - 11:00 am	1.00	1	1
SE Science Job Alike			
263334 - Oct 16, 2015 9:00 am - 4:00 pm	6.00	6	8
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
SE Math Consortium Linda Griffith - Algebra I & II			
247974 - Oct 19, 2015 9:00 am - 4:00 pm	6.00	4	9
SE CMP3 Covering and Surrounding/Algebraic Connection/Homework /Assessment Types (Formative Assessment)			
249615 - Oct 19, 2015 8:30 am - 3:30 pm	6.00	6	17

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Southeast Co-op Elementary Principals Meetings (2015-2016)			
266558 - Oct 19, 2015 8:30 am - 11:30 am	0.00	9	16
SE Management Matters - Classroom Management Training for New Teachers (K-12)			
266183 - Oct 20, 2015 9:00 am - 3:30 pm	6.00	6	18
Classroom Management			
SE Portfolio Training			
269119 - Oct 20, 2015 9:00 am - 12:00 pm	3.00	6	10
Assessment			
SE LEADS for Superintendents			
267325 - Oct 21, 2015 12:30 pm - 3:30 pm	3.00	11	12
SE Literacy Facilitation			
263117 - Oct 23, 2015 9:00 am - 4:00 pm	6.00	13	23
Arkansas Content Standards Frameworks, Common Core State Standards, Educational Technology, Mentoring Coaching			
SE Dyslexia Therapist			
268247 - Oct 23, 2015 9:00 am - 4:00 pm	6.00	8	10
2015 SE EC Staff Meeting			
269295 - Oct 23, 2015 11:30 am - 2:00 pm	0.00	1	26
Non-Curricular			
SE ELLA Day 12 SBOT			
268080 - Oct 26, 2015 8:00 am - 3:00 pm	6.00	6	13
Instructional Strategies			
SE AR Fall FACS PLC			
268723 - Oct 30, 2015 9:00 am - 4:00 pm	6.00	9	11
Advocacy Leadership, Arkansas Content Standards Frameworks, Assessment, Classroom Management, Common Core State Standards, Curriculum Alignment, Data Disaggregation, Educational Technology, Instructional Strategies			
SE ACT Aspire: Where Do We Begin?			
269787 - Nov 2, 2015 9:00 am - 12:00 pm	3.00	8	24
Assessment, Common Core State Standards			
SE ACT Aspire: Where Do We Begin?			
269789 - Nov 2, 2015 1:00 pm - 4:00 pm	3.00	7	25
Assessment, Common Core State Standards			
SE Technology			
267305 - Nov 3, 2015 9:00 am - 3:00 pm	6.00	12	51
SE Effective Literacy for Grades 2-4 Day 11			
268078 - Nov 4, 2015 9:00 am - 4:00 pm	6.00	6	11
Instructional Strategies			
SE School Improvement Specialist Training for Focus Schools			
268175 - Nov 4, 2015 8:30 am - 3:30 pm	6.00	8	10
Instructional Leadership, Private Events, Systemic Change Process			
SE LEA Supervisors Meeting			
270567 - Nov 6, 2015 9:00 am - 12:00 pm	0.00	4	8
Supervision			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Science Job Alike			
263341 - Nov 9, 2015 9:00 am - 4:00 pm	6.00	8	12
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
SE BSS Monthly Meeting			
267005 - Nov 10, 2015 8:00 am - 3:30 pm	6.00	13	14
Mentoring Coaching			
SE School Board Training Session II - 2015-2016			
270819 - Nov 10, 2015 5:30 pm - 8:30 pm	3.00	9	9
SE BloomBoard and TESS For Administrators			
268103 - Nov 11, 2015 9:00 am - 4:00 pm	6.00	9	19
SE PCMA Crisis Training			
269739 - Nov 11, 2015 8:30 am - 4:00 pm	6.00	2	4
Classroom Management, Non-Curricular			
SE APSCN Transcript Training			
262808 - Nov 12, 2015 9:00 am - 4:00 pm	6.00	11	17
Non-Curricular			
SE Math Consortium Linda Griffith - Geometry			
247980 - Nov 13, 2015 9:00 am - 4:00 pm	6.00	10	14
SE CMP3 -Statistics Focus/Data Models/Performance Tasks			
249618 - Nov 16, 2015 8:30 am - 3:30 pm	6.00	7	17
SE Literacy Facilitation			
263118 - Nov 16, 2015 9:00 am - 4:00 pm	6.00	11	22
Arkansas Content Standards Frameworks, Common Core State Standards, Educational Technology, Mentoring Coaching			
SE Technology Consortium 2015-2016			
256530 - Nov 17, 2015 9:00 am - 4:00 pm	6.00	10	27
Educational Technology			
SE SE ELLA Day 12 SBOT Make up			
271109 - Nov 18, 2015 8:00 am - 3:00 pm	6.00	2	6
Instructional Strategies			
SE Preparing Paraprofessionals for RTI in Elementary Math			
270595 - Nov 30, 2015 9:00 am - 4:00 pm	6.00	9	30
Common Core State Standards, Instructional Strategies			
SE MDC - Follow-Up PD Day 5			
264428 - Dec 2, 2015 8:30 am - 3:30 pm	6.00	6	17
Common Core State Standards			
SE LDC Day 5			
262878 - Dec 3, 2015 9:00 am - 4:00 pm	6.00	4	11
Arkansas Content Standards Frameworks, Assessment			
SE Shelton - Dyslexia Year I - Fall 2015			
263447 - Dec 3, 4, 2015 8:00 am - 4:30 pm	16.00	15	23

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Science Job Alike 263343 - Dec 4, 2015 9:00 am - 4:00 pm	6.00	7	12
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
SE School Improvement Specialist Training for Focus Schools 268176 - Dec 7, 2015 8:30 am - 3:30 pm	6.00	8	10
Instructional Leadership, Private Events, Systemic Change Process			
SE Job Alike Meeting 271044 - Dec 8, 2015 9:00 am - 11:30 am	2.50	9	11
SE Regional Advisory Council Planning Meeting 271414 - Dec 8, 2015 1:00 pm - 4:00 pm	3.00	5	13
Building a Collaborative Learning Community, Educational Technology, Private Events			
SE Workforce Alliance of Southeast Arkansas Educators' 270542 - Dec 9, 2015 8:30 am - 3:30 pm	6.00	17	35
Building a Collaborative Learning Community			
SE The Lifelines Trilogy: After Suicide and Traumatic Death 269424 - Dec 10, 2015 8:30 am - 4:00 pm	6.00	12	41
Advocacy Leadership, Health Physical Activity			
SE EC2015 Existing Data Review, Evaluation Programming - New Forms 258931 - Dec 11, 2015 9:00 am - 4:00 pm	6.00	1	41
Data Disaggregation, Instructional Leadership, Instructional Strategies, Non-Curricular			
SE Reading Recovery Continuing Contact 271990 - Dec 11, 2015 9:00 am - 3:00 pm	6.00	4	7
Advocacy Leadership, Assessment, Common Core State Standards, Data Disaggregation, Educational Technology, Instructional Strategies			
SE Math Consortium Linda Griffith - K-2 247982 - Dec 14, 2015 9:00 am - 4:00 pm	6.00	13	26
SE Literacy Facilitation 263121 - Dec 14, 2015 9:00 am - 4:00 pm	6.00	10	14
Arkansas Content Standards Frameworks, Common Core State Standards, Educational Technology, Mentoring Coaching			
SE Preparing Paraprofessionals for RTI in Literacy 271618 - Jan 5, 2016 9:00 am - 4:00 pm	6.00	7	17
Common Core State Standards, Instructional Strategies			
SE APSCN Transcript Workday 271035 - Jan 8, 2016 9:00 am - 4:00 pm	0.00	1	3
Non-Curricular			
SE LEA Supervisors Meeting 274748 - Jan 8, 2016 9:00 am - 12:00 pm	0.00	5	13
Supervision			
SE CMP3 - Linear/Non-Linear 249621 - Jan 11, 2016 8:30 am - 3:30 pm	6.00	7	18

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE The Lifelines Trilogy: Helping Students at Risk for Suicide 269921 - Jan 12, 2016 8:30 am - 4:00 pm	6.00	11	38
Advocacy Leadership, Health Physical Activity			
SE Civilian Response to Active Shooter Events (CRASE) 272519 - Jan 13, 2016 8:00 am - 12:00 pm	4.00	1	37
SE Standards Based IEP Training - Day 3 - Objectives, Evaluation, Progress 251881 - Jan 14, 2016 8:30 am - 3:30 pm	6.00	22	42
SE Literacy Facilitation 263123 - Jan 15, 2016 9:00 am - 4:00 pm	6.00	11	17
Arkansas Content Standards Frameworks, Common Core State Standards, Educational Technology, Mentoring Coaching			
SE Reading Recovery Continuing Contact 274742 - Jan 15, 2016 9:00 am - 3:00 pm	6.00	4	7
Advocacy Leadership, Assessment, Common Core State Standards, Data Disaggregation, Educational Technology, Instructional Strategies			
SE Southeast Co-op Elementary Principals Meetings (2015-2016) 266559 - Jan 19, 2016 8:30 am - 11:30 am	0.00	8	15
SE APSCN Transcript Workday 271036 - Jan 19, 2016 9:00 am - 4:00 pm	0.00	4	6
Non-Curricular			
SE TESS Law & Process & TESS Update 272500 - Jan 19, 2016 9:00 am - 12:00 pm	3.00	7	12
Mentoring Coaching			
SE Administration 267306 - Jan 20, 2016 9:00 am - 3:00 pm	6.00	29	55
SE Transition Toolkit Training 270545 - Jan 20, 2016 8:30 am - 3:30 pm	6.00	7	7
SE Science Job Alike 263352 - Jan 25, 2016 9:00 am - 4:00 pm	6.00	5	10
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
SE Comprehensive Literacy Strategic Planning Meeting 273144 - Jan 27, 2016 9:00 am - 4:00 pm	0.00	14	45
SE VA Team Teacher Meeting 272253 - Feb 1, 2016 8:00 am - 3:00 pm	6.00	4	12
Instructional Leadership, Instructional Strategies			
SE APSCN Next Year Scheduling Workshop 269673 - Feb 3, 2016 9:00 am - 4:00 pm	6.00	8	18
Non-Curricular			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE APSCN Next Year Scheduling Workshop 269675 - Feb 4, 2016 9:00 am - 4:00 pm	6.00	7	16
Non-Curricular			
SE Tech Meeting 274335 - Feb 4, 2016 9:00 am - 12:00 pm	0.00	10	11
Non-Curricular			
SE LEA Supervisors Meeting 282502 - Feb 5, 2016 9:00 am - 12:00 pm	0.00	5	9
Supervision			
SE LDC Day 6 262880 - Feb 8, 2016 9:00 am - 4:00 pm	6.00	4	9
Arkansas Content Standards Frameworks, Assessment			
SE Shelton - Dyslexia Year I - Spring 2016 263450 - Feb 8, 9, 2016 8:00 am - 4:30 pm	16.00	15	23
SE ECM Year 1 Spring Follow-Up 273477 - Feb 9, 2016 8:30 am - 3:30 pm	6.00	5	10
Cognitive Research, Instructional Strategies, Principles of Learning Developmental Stages			
SE MDC - Follow-Up PD Day 6 264429 - Feb 10, 2016 8:30 am - 3:30 pm	6.00	5	16
Common Core State Standards			
SE Arkansas School Nurse Scoliosis Certification/Recertification 272997 - Feb 10, 2016 9:00 am - 4:00 pm	6.00	13	15
SE Extending Children's Mathematics Year 2 Day 7 275301 - Feb 10, 2016 8:30 am - 3:30 pm	6.00	8	13
Instructional Strategies			
SE EC2015 Annual Review 258935 - Feb 12, 2016 9:00 am - 4:00 pm	6.00	1	26
Data Disaggregation, Non-Curricular, Supervision			
SE Reading Recovery Continuing Contact 282492 - Feb 12, 2016 8:30 am - 3:30 pm	6.00	4	7
Advocacy Leadership, Assessment, Common Core State Standards, Data Disaggregation, Educational Technology, Instructional Strategies			
SE CGI Level I Spring Follow-Up Day 270075 - Feb 16, 2016 8:30 am - 3:30 pm	6.00	9	29
Common Core State Standards, Instructional Strategies			
SE CGI Level 2 Spring Follow-Up day 270076 - Feb 17, 2016 8:30 am - 3:30 pm	6.00	8	20
Common Core State Standards, Instructional Strategies			
SE School Improvement Specialist Training for Focus Schools 270470 - Feb 17, 2016 8:30 am - 3:30 pm	6.00	2	4
Instructional Leadership, Private Events, Systemic Change Process			
SE PCM Crisis Training for Practitioners 275886 - Feb 17, 18, 2016 8:00 am - 3:00 pm	12.00	2	4
Classroom Management, Non-Curricular			

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE CGI Level 3 Spring Follow-Up days			
270078 - Feb 18, 19, 2016 8:30 am - 3:30 pm	12.00	10	21
Common Core State Standards, Instructional Strategies			
SE Comprehensive Literacy Protocol Training for Elementary Principals			
275305 - Feb 18, 2016 8:30 am - 3:30 pm	6.00	14	33
Instructional Strategies			
SE Literacy Facilitation			
263125 - Feb 19, 2016 9:00 am - 4:00 pm	6.00	12	22
Arkansas Content Standards Frameworks, Common Core State Standards, Educational Technology, Mentoring Coaching			
SE Math Consortium - RTOP (Reform Teacher Observation Protocol) - Linda Griffith			
271024 - Feb 19, 2016 9:00 am - 4:00 pm	6.00	4	13
Mentoring Coaching			
SE Science Job Alike			
263353 - Feb 22, 2016 9:00 am - 4:00 pm	6.00	8	13
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
SE School Improvement Specialist Training for Focus Schools			
268178 - Feb 22, 2016 9:00 am - 4:00 pm	1.00	6	8
Instructional Leadership, Private Events, Systemic Change Process			
SE Technology Consortium 2015-2016			
256533 - Feb 23, 2016 9:00 am - 4:00 pm	6.00	9	24
Educational Technology			
SE Southeast Arkansas Regional Workforce Advisory Council			
275489 - Feb 25, 2016 8:30 am - 11:30 am	5.00	22	92
Advocacy Leadership, Building a Collaborative Learning Community, Curriculum Alignment, Educational Technology, Instructional Strategies, Parental Involvement			
SE ELLA Day 13 SBOT Drew Central			
274823 - Feb 26, 2016 7:45 am - 3:45 pm	6.00	6	15
Instructional Strategies			
2016 SE EC Creating IEP's Through Round Table Participation			
278304 - Feb 26, 2016 9:00 am - 4:00 pm	6.00	1	17
Assessment, Data Disaggregation, Instructional Strategies, Non-Curricular, Principles of Learning Developmental Stages			
SE ACSIP Statewide Field Test Workday			
272941 - Feb 29, 2016 9:00 am - 3:00 pm	6.00	8	15
Advocacy Leadership, Assessment, Building a Collaborative Learning Community, Classroom Management, Data Disaggregation, Instructional Leadership, Instructional Strategies, Mentoring Coaching, Non-Curricular, Parental Involvement, Supervision, Systemic Change Process			
SE SBOT Effective Literacy for Grades 2-4 Day 12 Drew Central			
274825 - Feb 29, 2016 7:45 am - 3:45 pm	6.00	6	11
Instructional Strategies			
SE Teacher Center Committee Meeting			
275294 - Mar 4, 2016 11:30 am - 2:30 pm	0.00	7	9
Mentoring Coaching			
SE Principals Training TESS/Bloomboard			
270866 - Mar 9, 2016 8:30 am - 11:30 am	3.00	8	16

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Science Job Alike 263355 - Mar 14, 2016 9:00 am - 4:00 pm	6.00	5	7
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology, Instructional Leadership, Instructional Strategies, Parental Involvement			
SE CWS Training for Technology Coordinators 280094 - Mar 16, 2016 9:00 am - 3:00 pm	0.00	6	7
SE Southeast Co-op Elementary Principals Meetings (2015-2016) 266560 - Mar 17, 2016 8:30 am - 11:30 am	0.00	4	7
SE Comprehensive Literacy Protocol Training for Elementary Principals 275306 - Mar 17, 2016 8:30 am - 3:30 pm	6.00	12	27
Instructional Strategies			
SE Reading Recovery Continuing Contact 282498 - Mar 18, 2016 8:30 am - 3:30 pm	6.00	3	5
Advocacy Leadership, Assessment, Common Core State Standards, Data Disaggregation, Educational Technology, Instructional Strategies			
SE APSCN 3.1 Upgrade Items 279034 - Mar 29, 2016 9:00 am - 4:00 pm	6.00	14	21
Non-Curricular			
SE Break the Cycle; because everyone deserves a healthy relationship 275167 - Mar 30, 2016 8:30 am - 11:30 am	3.00	8	18
Health Physical Activity			
SE APSCN 3.1 Teacher Access Training / Group 1 279041 - Mar 30, 2016 8:30 am - 4:00 pm	6.00	7	12
Non-Curricular			
SE Virtual Arkansas Registration Training 281106 - Mar 30, 2016 9:00 am - 3:00 pm	6.00	2	2
SE APSCN 3.1 Teacher Access Training / Group 2 279042 - Mar 31, 2016 8:30 am - 4:00 pm	6.00	8	16
Non-Curricular			
SE APSCN 3.1 Home Access Training 279043 - Apr 1, 2016 8:30 am - 4:00 pm	6.00	14	21
Non-Curricular			
SE LEA Supervisors Meeting 282671 - Apr 1, 2016 9:00 am - 12:00 pm	3.00	2	6
Supervision			
SE Technology Consortium 2015-2016 256537 - Apr 4, 2016 9:00 am - 4:00 pm	6.00	8	14
Educational Technology			
SE Shelton - Dyslexia Year I - Spring 2016 263454 - Apr 11, 12, 2016 8:00 am - 4:30 pm	16.00	17	23

Summary Attended

Printed Date: 4/26/2016

Last modified: 4/26/2016

Session	Credits	Districts	Attended
SE Literacy Facilitation			
263128 - Apr 15, 2016 9:00 am - 4:00 pm	6.00	8	12
Arkansas Content Standards Frameworks, Common Core State Standards, Educational Technology, Mentoring Coaching			
SE Principals Training TESS/Bloomboard			
281238 - Apr 20, 2016 8:30 am - 11:30 am	3.00	4	7
SE LEADS for Superintendents			
281240 - Apr 20, 2016 12:30 pm - 3:30 pm	3.00	12	12
SE Comprehensive Literacy Protocol Training for Elementary Principals			
275308 - Apr 22, 2016 8:30 am - 3:30 pm	6.00	12	28
Instructional Strategies			

Southwest Arkansas Education Cooperative 2015-2016 Annual Report



**2502 South Main Street
Hope, Arkansas 71801
870-777-3076
870-777-5793
www.swaec.org**

TABLE OF CONTENTS

Table of Contents	1
Message from the Director	2
Mission Statement	3
State Map of Cooperatives	3
Southwest Arkansas Education Cooperative Organizational Chart	4
Southwest Arkansas Education Cooperative Salary Schedule	5
Southwest Arkansas Education Cooperative Board of Directors	6
Southwest Arkansas Education Cooperative Teacher Center Committee	7
ESC Annual Report	
I. Governance	9
II. Staff/Certified Staff	11
III. Teacher Center	12
IV. Administrative Services	13
V. Direct Services to Students	14
VI. Anecdotal Reports	15
VII. Employment Policies and Practices	16
Program Summaries	19
Accounting	20
Behavior Specialist K-12	22
Career and Technical Education	23
Digital Learning	24
Early Childhood 3-5 Special Education	26
Early Childhood Autism Team	28
Educational Services for the Visually Impaired	29
Gifted and Talented	30
Home Instruction for Parents of Preschool Youngsters (HIPPY)	31
Literacy	32
Mathematics	33
Novice Teacher Mentoring Program	34
Nurses Connecting Health and Education	35
Professional Development	36
Psycho-Educational Examiner	37
Science	38
Special Education Consortium	39
Teacher Center	42
Technology	43
Technology Infused Education (TIE)	44
Special Projects	45
Etherscope	46
CGI – Cognitively Guided Instruction	46
Teacher Excellence Support System (TESS)	46
Arkansas Leadership Excellence and Development System(LEADS)	47
Design Collaborative/Mathematics Design Collaboration (LDC/MDC)	47
ACT Aspire	47
Professional Development Activities	49

A MESSAGE FROM THE DIRECTOR



This report of activities for 2015-2016 was prepared by the staff to provide insight into each of the programs provided by SWAEC for our members and partners. School district personnel, school board members, area legislators, and State Department of Education personnel will be provided information on services provided to our member schools during fiscal year 2015.

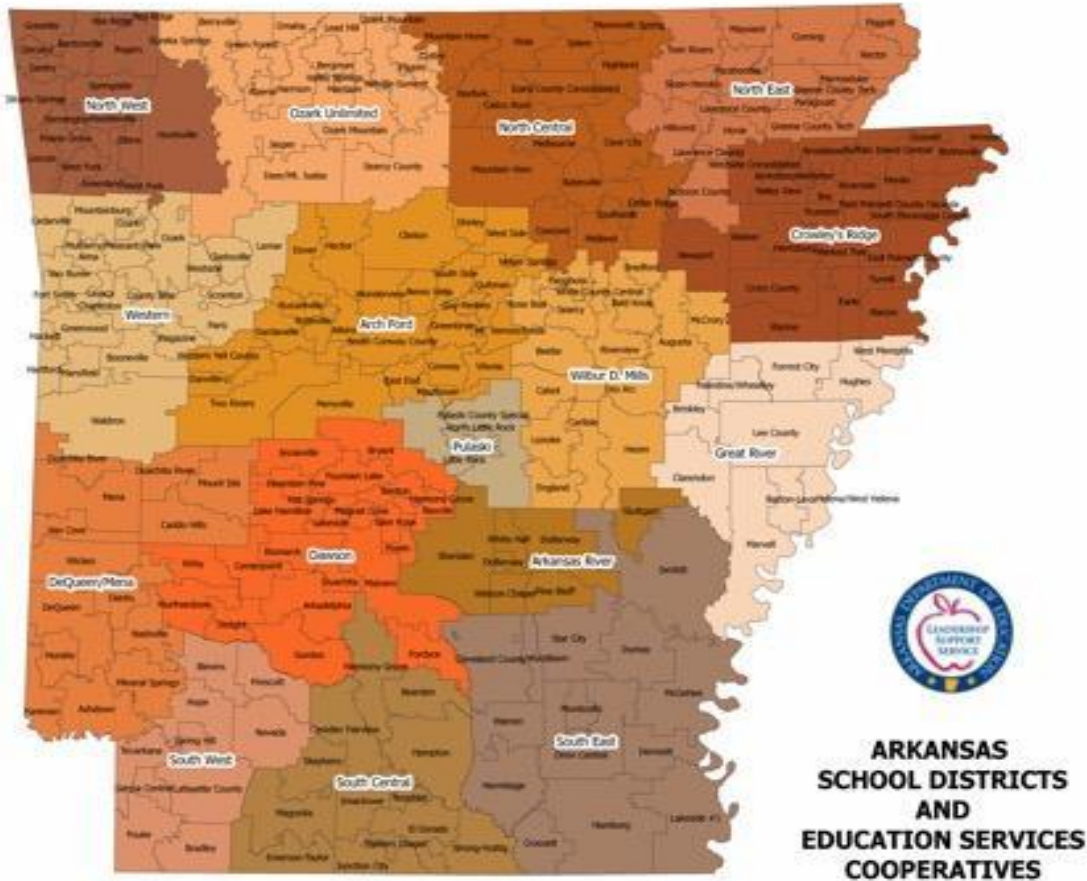
The Southwest Arkansas Education Service Cooperative (SWAEC) is made up of nine school districts in rural Southwest Arkansas. The counties we serve include Hempstead, Lafayette, Miller, and Nevada. We serve approximately 12,000 students and 1,000 public school teachers and administrators. The Co-op offices are located on the campus of the University of Arkansas Community College at Hope (UAHT). Our current facility opened in August 2010 through a partnership with SWAEC, UAHT, the City of Hope and the US Department of Agriculture, Rural Development Program.

SWAEC has worked, over time, to form partnerships with the Arkansas Department of Education and higher education for the purpose of benefiting our districts. Some of our services include: preschool programs for 3-5 year olds; special education supervisors; content specialist in math, literacy science, and technology; career and technical assistance; gifted/talented services; bulk purchasing; professional development; and early childhood behavior assistance. We are actively involved with Henderson State University, Southern Arkansas University, and UAHT. We also work with several community coalitions, such as United Way and Southwest AR Arts Council, to improve education for our children in Southwest Arkansas.

We are pleased to share this annual report. The following reports and program summaries will provide insight to the vast array of programs and services provided to our member schools. We look forward to our continued partnership with our member districts as we serve students and educators in the evolving work of Pre K-12 education.

Phoebe Bailey

Phoebe Bailey, Director

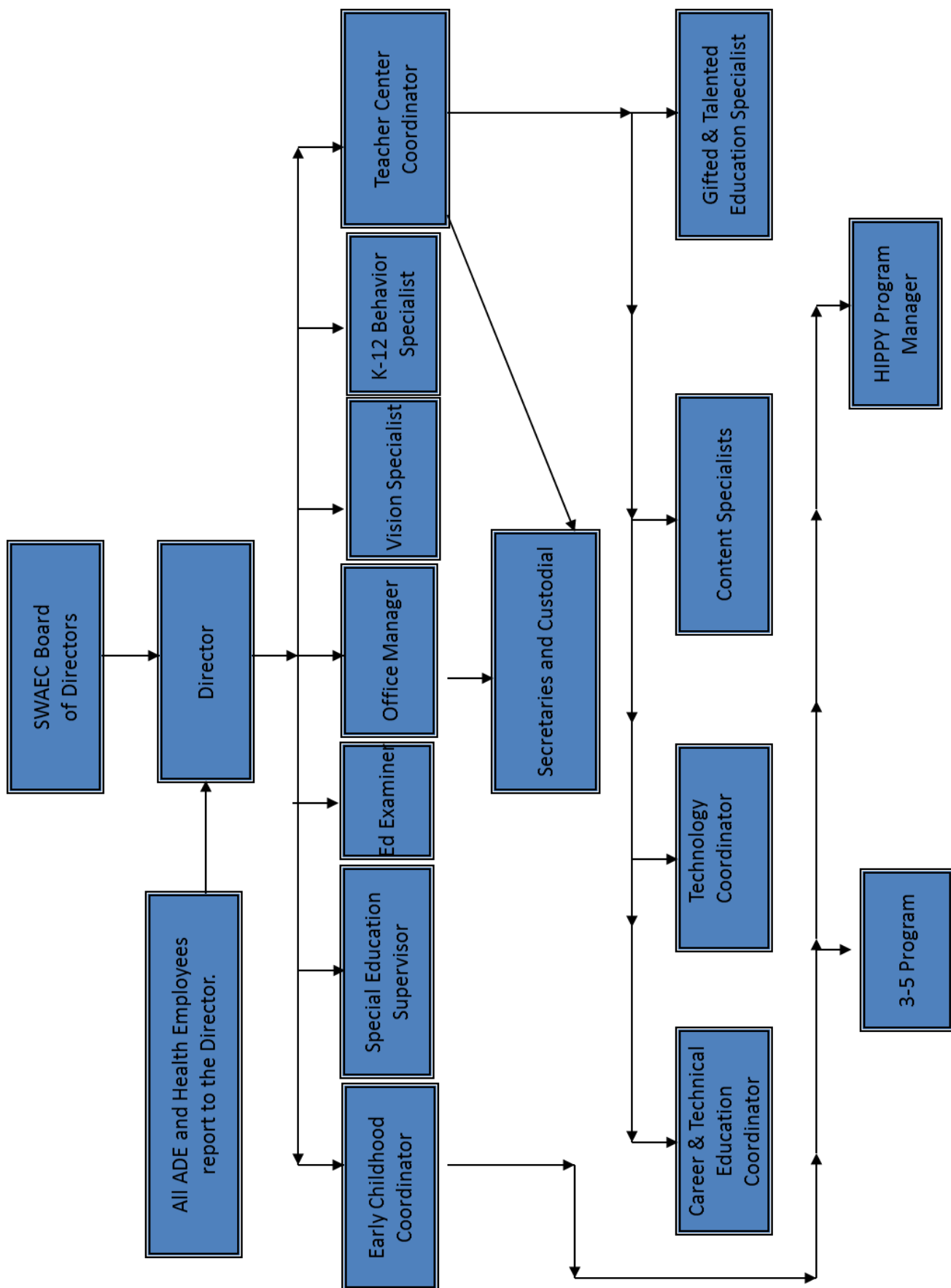


Southwest Services the following counties:

- Hempstead
- Lafayette
- Miller
- Nevada

Southwest Arkansas Education Cooperative Mission Statement

The Southwest Arkansas Education Cooperative is committed to providing the best possible services to our educational community. The staff will maintain a progressive perspective to cooperatively foster quality leadership through our professional growth and development: dissemination of current research, materials and strategies; and assistance in meeting the ever changing needs of the diverse population served, the ultimate mission is to enhance the delivery of an appropriate, quality education for ALL and to help develop lifelong learners.



2015-2016 Salary Schedule

Southwest Arkansas Education Cooperative

Board Approved on April 12, 2016

190 Day Salary Schedule

Years	CLASSIFIED	CERTIFIED BA	CERTIFIED MA
0	\$ 30,830.00	\$ 31,830.00	\$ 35,955.00
1	\$ 31,280.00	\$ 32,280.00	\$ 36,455.00
2	\$ 31,730.00	\$ 32,730.00	\$ 36,955.00
3	\$ 32,180.00	\$ 33,180.00	\$ 37,455.00
4	\$ 32,630.00	\$ 33,630.00	\$ 37,955.00
5	\$ 33,080.00	\$ 34,080.00	\$ 38,455.00
6	\$ 33,530.00	\$ 34,530.00	\$ 38,955.00
7	\$ 33,980.00	\$ 34,980.00	\$ 39,455.00
8	\$ 34,430.00	\$ 35,430.00	\$ 39,955.00
9	\$ 34,880.00	\$ 35,880.00	\$ 40,455.00
10	\$ 35,330.00	\$ 36,330.00	\$ 40,955.00
11	\$ 35,780.00	\$ 36,780.00	\$ 41,455.00
12	\$ 36,230.00	\$ 37,230.00	\$ 41,955.00
13	\$ 36,680.00	\$ 37,680.00	\$ 42,455.00
14	\$ 37,130.00	\$ 38,130.00	\$ 42,955.00
15	\$ 37,580.00	\$ 38,580.00	\$ 43,455.00
16	\$ 38,030.00	\$ 39,030.00	\$ 43,955.00
17	\$ 38,480.00	\$ 39,480.00	\$ 44,455.00
18	\$ 38,930.00	\$ 39,930.00	\$ 44,955.00
19	\$ 39,380.00	\$ 40,380.00	\$ 45,455.00
20	\$ 39,830.00	\$ 40,830.00	\$ 45,955.00

Adopted by the Southwest Arkansas Education Board

4/12/2016

NOTE: Salary step increases are contingent upon sufficient revenue availability from the employee's appropriate funding source. If sufficient revenue is not available to support an increase, the employee will remain at the current level. When/if funds subsequently become available, employee will "Step up" to level which funding allows. Base funds may not be used to support non-base employee increases without special approval of the Co-op Board.

CERTIFIED-ADE GRANT

Director	Salary Negotiable
Teacher Center Coordinator	1.55 x 190 Day Schedule
Literacy/Math/Science Specialist	1.38 x 190 Day Schedule
ECH Coord.	1.44 x 190 Day Schedule
LEA Consortium Coord.	Salary Negotiable
Workforce Coord.	1.38 x 190 Day Schedule
Gifted/Talented Coord.	1.38 x 190 Day Schedule
Sp. Ed. Supervisor	1.38 x 190 Day Schedule
Behavior Specialist	separate schedule
Visually Impaired Consultant	Salary Negotiable
Speech Pathologist	1.10 x 190 Day Schedule
Technology	1.38 x 190 Day Schedule
Educ. Examiner	Salary Negotiable
ADE GPS Support	separate schedule
Science Specialist	1.38 x 190 Day Schedule

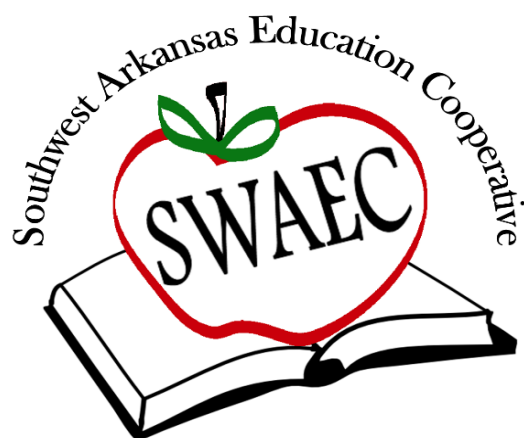
CLASSIFIED

* Classified may move from level I, II or III based on descriptors
 Bookkeeper/Office Manager .975 x 190 Day Schedule
 Asst. Bookkeeper/Clerk .78 x 190 Day Schedule
 Clerk 0.68 x 190 Day Schedule
 Custodian/Van Driver 0.68 x 190 Day Schedule
 Due Process 0.78 x 190 Day Schedule
 Paras-3-5 BA divided by 190 x # of days worked x Levels .45 - .50- .60- .85

Base paras - .45
 CDA - .50
 AA or 60 college hours - .60
 4 yr. degree - .85

SUPPLEMENTAL EARNINGS STIPENDS

Technology Project(s) \$3,000
 Executive Bookkeeper \$1,750
 Executive Secretary \$1,000
 National Board Certification \$2,250
 ECH/HIPPY Program \$1,500



Southwest Arkansas Education Cooperative

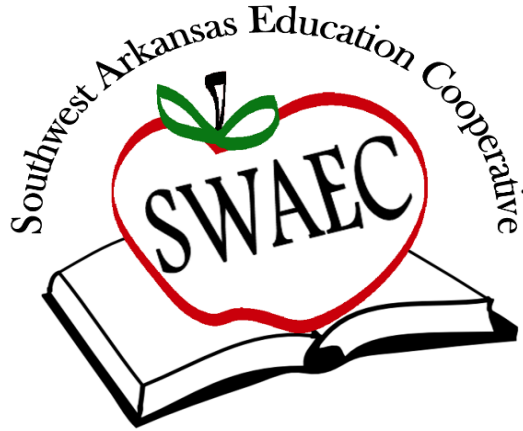
School Districts served in Southwest Arkansas Education Service Cooperative:
Blevins, Fouke, Genoa, Hope, Lafayette, Nevada, Prescott, Spring Hill, and Texarkana

Members of the Board

Name	Position	School District
Angie Raney	President	Spring Hill
Bobby Hart	Vice-President	Hope
Phoebe Bailey	Ex-Officio	SWAEC
Becky Kesler	Secretary	Texarkana

Members of the Board

Name	Position	School District
Robert Edwards	Board Member	Lafayette
Forrest Mulkey	Board Member	Fouke
Rick Waters	Board Member	Genoa
Rick McAfee	Board Member	Nevada
Billy Lee	Board Member	Blevins
Robert Poole	Board Member	Prescott



Southwest Arkansas Education Cooperative
2015/2016 Teacher Center Committee

Committee Member	District	Position	Expires
Kelley Dice	Prescott	Library Media	2016
Jennifer Richert	Texarkana	Administration	2018
Sherry Harris	Fouke	High School Teacher	2018
Cathy Reeves	Genoa	Administration	2018
Cynthia Ward	Lafayette	GT Coordinator	2018
Cindy Lee	Blevins	Administration	2017
Frances McAfee	Nevada	High School Teacher	2016
Mary Irvin	Hope	Elementary Teacher	2016
Nash Lewis	Spring Hill	Elementary Teacher	2017

Southwest Arkansas
Education Cooperative
2015/2016



Arkansas Department of Education

Arkansas Department of Education

Education Service Cooperative (ESC) Annual Report

DATE: April 25, 2016 LEA# 29-20 ESC# 13

ESC NAME: Southwest Arkansas Education Cooperative

ADDRESS: 2502 South Main Street, Hope, AR. 71801

PHONE NUMBER: 870 777-3076

DIRECTOR: Phoebe Bailey

TEACHER CENTER COORDINATOR: Monica Morris

NAMES OF COUNTIES SERVED: Hempstead, Lafayette, Miller, Nevada

NUMBER OF DISTRICTS: 9

NUMBER OF STUDENTS: 12,051

NUMBER OF TEACHERS: 1,059

FREE/REDUCED LUNCHES: 69.66%

I. GOVERNANCE:

A. How is the co-op governed? Board of Directors ☒ Executive Committee

How many members on the Board? 9

How many times did the Board meet? 11 Executive Committee? N/A

When is the regular meeting? Second Wednesday of Each Month

Date of current year's annual meeting: May 17, 2016

B. Does the co-op have a Teacher Center Committee? YES ☒ NO ☐

If yes, then:

How many are on the Teacher Center Committee? 9

How many members are teachers? 6

How many times did the Teacher Center Committee meet? 3

When is the regular meeting? Fall, Winter and Spring.

C. When was the most recent survey/needs assessment conducted? December 2015-January 2016

D. Have written policies been filed with the Arkansas Department of Education?

Yes ☒ No ☐

II. STAFFING

Please list (or attach a list of) all staff members of the co-op (including those housed at the co-op and paid through other sources), their titles and the salary funding sources for the positions. Place an asterisk (*) beside those who are housed at the co-op only and whose salary does not flow through the co-op's budget.

S=State, H=Head Start, P=Private Funding, D=District
B=Base Funds, M=Medicaid, F=Federal,

2015-2016 Employees						
	Last Name	First Name	Position	Funding Source	New Hire	Resigned
	Amaya	Manuella	Hippy Home- Based Educator	S		
	Avvaru	Shashank	Data Analyst/Student GPS	S	x	
	Bailey	Phoebe	Director	B		
	Bass	Amanda	ECH Para	F		
	Bearden	Vikki	Clerk/ECH Secretary	S		
	Birthright	Melanie	ESVI Consultant	F		
	Jackson	Lisa	ECH Teacher	S		
	Blakely	Billie	Hippy Home- Based Educator	S		
	Bobo	Mary	ECH Behavior Interventionist	S		
	Brown	Kathie	Hippy Home-Based Educator	S		x
	Browning	Sandra	ECH Para	D		
	Clark	Belinda	ECH Para	D		
	Colberg	Rhonda	Ed Examiner	D		x
	Cornelius	Kelly	Literacy Specialist	S		
	Craft	Katrina	Project Coordinator Student GPS	S		
	Craven	Teresia	ECH Para	F		
	Cree	Lori	ECH Para	S	x	
*	Echols	Connie	Literacy Specialist	ADE		
	Dixon	Leslie	ECH Teacher	S		
	Estes	Darlene	Teacher Center Clerk	S		
	Faust	Sherry	Due Process Coordinator	D		
	Gentry	Angie	ECH Teacher	S		
	Kyles	Ramona	Assistant Bookkeeper	B		x
	Gilbey	Callie	Speech	S		
*	Greenwood	Edith	Community Health Nurse	ADH		
	Harris	Judy	Literacy Specialist	S		x
	Harvel	Valarie	ECH Technician	S		
	Henderson	David	Technology Coordinator	S		
	Henley	Socorro	ECH Para	S		
	Henry	Sharon	Van Diver/Clerk	B/D		
	Holston	Monica	Teacher Center Clerk	S	x	
	Hubbard	Judith	ECH Classroom Para	F		
	Johnson	Tephanie	Hippy Home Based Educator	S		

	Kennedy	Terri	Science Specialist	S		
	Martin	Shana	ECH Para.	F		
	Massey	Karen	ECH Coordinator	S		
	McClenton	Gail	ECH Para	F	X	
	McKinnon	Alice	ECH Teacher	S	X	
	Morris	Floyd	Workforce Ed. Coordinator	F/S		
	Morris	Monica	Teacher Center Coordinator	B/D		
	Newton	Kelli	Teacher Center Clerk	S	X	X
	Noble	Ashley	HIPPY Home Based Educator	S	X	
	Ogden	Velvet	ECH Para	F		
	Page	Evelyn	HIPPY Coordinator	S		
	Perkins	Gina	Teacher Center Clerk, Asst. Bookkeeper	S		
	Perry	Amanda	Project Coordinator Student GPS	S	X	
	Propps	Deborah	Math Specialist	S		
	Ray	Dana	GT Coordinator	S/D		
	Richardson	Jaslyn	ECH Teacher	S		
	Roach	Elsie	Bookkeeper	B		
	Shepherd	Lindsey	ECH Para	F		
	Smith	LaCheryl	ECH Para	F		
	Smith	Hazel	Hippy Home Based Educator	S		
	Smith	Robin	ECH Para	F		
	Thomason	Connie	Behavior Support Specialist	F	X	
	Terry	Sue	ECH Teacher	S		
	Wickless	Sharon	ECH Para	F		
	Winfield	Angela	LEA Supervisor	D		
	Wood	Eva	ECH Teacher	S		

III. TEACHER CENTER

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See attached form.

A. Does the co-op provide media services to schools? YES [X] NO []

If yes, then:

Approximate the number of titles in media center: 100

Does the co-op provide delivery to the districts? YES [X] NO []

How many districts participate in the media program? 9

How many titles (including duplicate counts) were provided to schools during this current year? 0

Do districts contribute dollars to the media services? YES ☐ NO ☒

If yes, then:

How are media / technology charges per district determined (formal or per ADM)?

Please describe:

Does the co-op operate a “make-and-take” center for teachers? YES ☒ NO ☐

If yes, then:

How many teacher visits have been made to the center?

(Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once. 1485

IV. ADMINISTRATIVE SERVICES

Please check administrative services offered through the co-op:

☒ Cooperative purchasing

☒ Conduct Annual Needs Assessment /Planning assistance

☒ Special education services

☒ Gifted and talented assistance

☒ Grant writing assistance

☒ Personnel application

☒ Assist/support with Evaluation procedures (OSR, ACSIP Monitoring, GT Program evaluation, etc.)

☐ Migrant student Identification

☒ Bookkeeping assistance

☒ Technology training

☒ Curriculum support (Common Core State Standards)

☒ Business Management training

☒ Computer technician

☒ C.C.R.P.P. Administration/Collaboration)Partnership with UAHT and HSU)

- ☒ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and Local Board Members Training

V. DIRECT SERVICES TO STUDENTS

Please check the student services provided through the co-op:

- ☐ Student assessment program
- ☒ Itinerant teachers – please list areas: (ECSE)
- ☒ Occupational therapy and physical therapy
- ☒ Transition Assistance
- ☐ Mentor programs (Ex. Foster Grandparents)
- ☒ Gifted/talented programs: 9 participating districts
- ☒ Digital instruction (Ex. AR iTunes U, podcasts)
- ☒ Speech Pathology Services
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☒ Other (Please specify):
Early Childhood Special Education 3-5 years of age, Behavioral Intervention Consultants,
Nursing Services

VI. ANECDOTAL REPORTS

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

* Southwest AR Education Cooperative has member districts that are interested in implementing blended learning and flex scheduling. To help facilitate that, our staff arranged a trip for 3 of our districts to spend the day at Pea Ridge HS. They had the opportunity to meet with teachers and students as well as observe classrooms. SWAEC has also partnered with Hope District to bring in Modern Teacher to support their teachers. We hosted the trainings and supported the district with the rollout by attending the stakeholder engagement sessions in their buildings.

* As we serve a primarily rural population, most of the districts in SWAEC do not have grant writers. In an effort to support additional funds coming to the districts, the cooperative has partnered with CESA 6, a service agency in WI, to offer grant services. On a monthly basis, SWAEC sends out possible grants that our districts are eligible to receive. If a grant interests the districts, CESA 6 helps them write the grant. Also, if one of our districts has a particular item they need funded, SWAEC will contact CESA 6 and they research the opportunities in that field.

* SWAEC has worked with the Arkansas School Board Association to provide training specifically for the boards of SWAEC member districts as well as regional board training for districts in the southern part of the state. These meetings allow us to provide targeted services for the needs of our area boards and allows them to save on travel as they do not have to go to Little Rock for their required hours.

VII. EMPLOYMENT POLICIES AND PRACTICES

Act 610 of 1999 requires that each educational service cooperative report the following information:

EMPLOYED

Number of new males employed by the cooperative for the 2015-2016 school year: 1

White

African American

Hispanic

Asian 1

American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2015-2016 school year: 8

White 6

African American 2

Hispanic

Asian

American Indian/Alaskan Native

TERMINATED

Number of males terminated by the cooperative during the 2015-2016 school year: 0

White

African American

Hispanic

Asian

American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year: 5

White 4

African American 1

Hispanic

Asian

American Indian/Alaskan Native

SEEKING EMPLOYMENT

Number of males seeking employment by the cooperative during the 2015-2016 school year: 2

White 2

African American

Hispanic

Asian

American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2015-2016 school year: 39

White 31

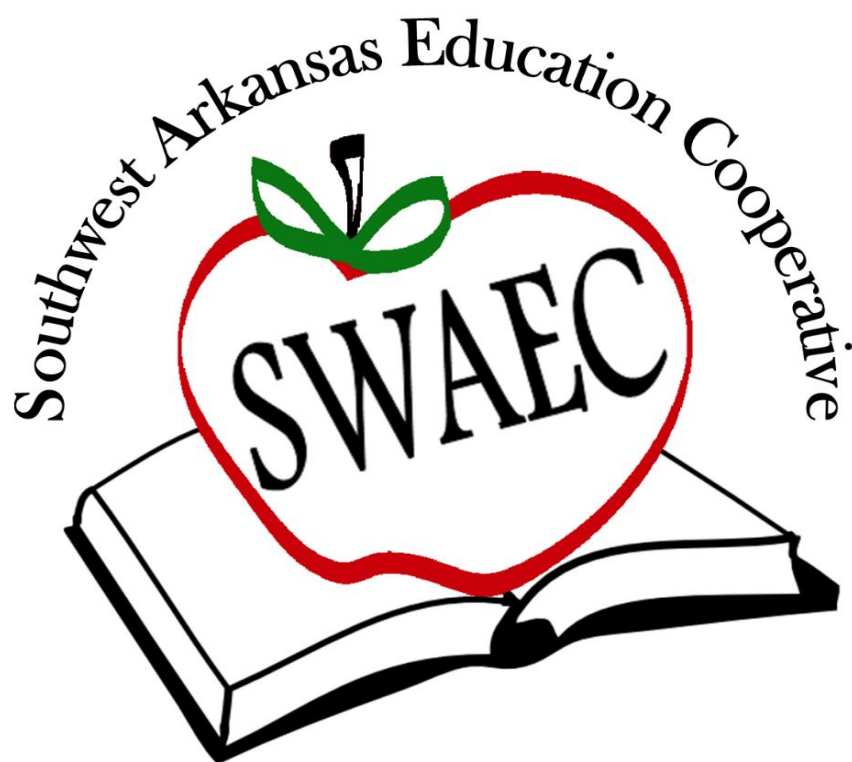
African American 8

Hispanic

Asian

American Indian/Alaskan Native

Southwest Arkansas
Education Cooperative
2015/2016



Program Summaries

Program: Accounting

Funding Source: Base

Competitive Grant: Yes No X

Restricted: **Non-Restricted:** X

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Elsie Roach	Office Manager	Business Technical Diploma
Ramona Kyles	Asst. Bookkeeper	Business Certificate
Gina Perkins	Asst. Bookkeeper	High School Diploma

2015-2016 Funding Source

State/Local Funding Cash on Hand	\$3,268,903.00
Base Funding	\$408,618.00
Interest on Investments	\$6,980.00
Teacher Center	\$40,061.00
Professional Development Consortium	\$96,700.00
Special Education LEA Consortium	\$230,885.00
ECH/Districts	\$211,060.00
G/T Coordinator/State	\$28,500.00
G/T Coordinator/Local	\$49,500.00
G/T/AP	\$4,500.00
Early Childhood/State	\$679,976.00
Workforce Education Coordinator	\$39,000.00
ESC Professional Development	\$20,475.00
LEAD Principal Stipend	\$5,000.00
Technology Coordinator	\$75,000.00
HIPPY	\$194,250.00
ABC COLA Funding	\$8,618.00
Literacy Specialists	\$183,000.00
Math Specialist	\$86,500.00
Science Specialist	\$86,500.00
Tobacco Prevention Nurse	\$6,000.00
CGI/Local	\$9,585.00
Southwest Prep	\$32,000.00
AT&T Prep Support	\$29,023.00

AIMM Training	\$707.00
APPEL	\$36,241.00
Misc. Funds	\$133,219.00
Total Local/State Funds	\$5,970,801.00
Federal Funding Cash on Hand	\$79,571.00
Carl Perkins	\$123,257.00
Early Childhood/Federal	\$194,315.00
ARMAC	\$23,476.00
Preschool Medicaid	\$10,000.00
Behavior Support Specialist	\$95,448.00
ESVI	\$103,211.00
Total Federal Funds	\$629,278.00
Grand Total	\$6,600,079.00

Program: Behavior Support Specialist K-12

Funding Source: Federal **Competitive Grant:** Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Connie R. Thomason	Behavior Support	ME

Goal:

The BSS should develop and maintain current knowledge and skills in the following areas:

- *Evidence-based practices in behavioral and instructional areas
- *Autism Spectrum Disorders
- *Functional Behavioral Assessment and Behavior Intervention Plans
- *Coaching and training adult learners
- *Large and small group presentations and instruction
- *Special Education laws, regulations, and procedures
- *Current technology for communication, data collection and analysis, and reporting
- *Current ADE major initiatives.

Program Summary:

Technical Assistance includes: responding to CIRCUIT referrals and requests for assistance; assist with identification and evaluation of students suspected as having autism, emotional disturbance, or other disability areas for special education; conduct file reviews, interviews and student observations to assist schools with student behavior concerns; assist districts in conducting functional behavior assessments and developing behavior intervention plans; assist in program development for students with autism spectrum disorders; monitor student behavioral progress and provide modifications as needed; provide training for staff specific to individual student needs; meet with school personnel to disseminate information and conduct trainings specific to needs of school district; assist ADE with collecting and analyzing data for State Performance Plan and the Annual Performance Report; work collaboratively with Behavior Support Specialists across the state to meet the goals and priorities of the ADE; work with other education specialists, organizations, agencies, cooperatives, and institutions of high education to support the goals and priorities of ADE; and, maintain current knowledge and skills in ABA, Autism Spectrum Disorders, Special Ed. Laws and Regulations, Data Collection, Coaching and training adults.

Major Highlights of the Year:

1. Created Functional Behavior Assessment and Behavior Intervention Plan modules and checklist with regional Behavior Support Specialist
2. Assisted State Behavior Support Specialist to research and identify modules being utilized by other states to identify areas of strength and needed growth
3. Received training in ADOS to assist school districts identifying students on the Autism Spectrum
4. Received Autism training on Applied Behavior Analysis strategies and interventions
5. Assisted area school districts with interventions and FBA/BIP process

Program: Career and Technical Education

Funding Source: Carl D. Perkins Funding - Federal

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Floyd Morris	Career and Technical Education	BSE, MSE

Goal:

The goal of Career and Technical Education is to carry out the guidelines of the 2006 Perkins Act. This federally funded program is for secondary and postsecondary career education. These programs increase accountability and emphasize student achievement and strengthen opportunities for students. The Perkins funding is over seen by the Arkansas Department of Career & Technical. The goal is to better prepare students for the workforce, postsecondary and military. The federal guidelines set our indicators that we are required to meet. These include proficiency on the literacy/geometry benchmark exams, technical skill attainment (CTE EOC Exams), high school course completion & graduation, placement, and nontraditional participation & completion.

Program Summary:

The coordinator for the Southwest Arkansas Education Cooperative Perkins Consortium is required to write a five year plan and submit it to the state department. The coordinator also writes an annual Perkins application determining how to distribute/spend the funding for our area schools on the indicator projects approved by the Arkansas Department of Career & Technical Education. Start-up funds, Completers Reports, Placement Reports, technical assistance, and professional development are also planned and provided by this office.

Major Highlights of the Year:

Several teachers took the opportunity to increase their skills by attending advanced in-services, workshops, and state and national conferences. Spring Hill FCCLA Chapter has a state officer for FCCLA 2015-2016 school year. Several teachers attended local, state, regional, and national FCCLA, FFA, FBLA events and conferences with their students.

Program: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

Funding Source: ADE Grant – Act **Competitive Grant:** Yes No **X**

Restricted **X** **Non-restricted**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

Virtual Arkansas Superintendent- Cathi Swan, State Coordinator of Digital Learning, BSE, MSE
Virtual Arkansas Director of Operations - Mike Lar, BS, MBA, Ed.D, ABD
Virtual Arkansas Director of Technology – Junior Stormes, BS
Virtual Arkansas Director of Academics- John Ashworth, BSE, MSE
State Coordinator Administrative Assistant- Ashley Pruitt, BA
Central Office Administrative Assistant- Alex Munn, BA
Team Digital Members – Lisa Russell, Gerard Newsom, Rachel Schell,
Evan Patrick, Sherry Kennedy, Dexter Miller

Goal:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

Program Summary:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local school administration.

Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning; effective content authoring and lesson design methods that best serve digital education; and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- *Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies.
- *Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours.
- *Presented at TICAL on the Future of Blended Learning
- *Held statewide school consultations on the planning and implementation of Blended Learning
- *Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- *Attended the 2015 INACOL conference on Blended Online Learning
- *Completed an Educational Cooperative Promotional Video

Program: Early Childhood 3-5 Special Education

Funding Source: Federal, State & Local Funding

Competitive Grant: Yes No X

Restricted Non-Restricted: X

Participating Districts:

Blevins	Fouke	Genoa
Hope	Lafayette	Prescott
Texarkana	Nevada	Spring Hill

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Karen Massey	Coordinator	MSE/BSE
Angie Bobo	ECH Behavior Interventionist	MSE
Alice McKinnon	ECH Instructor	MSE
Valarie Harvel	ECH Technician	BA
Vikki Bearden	ECH Clerk	HSD
Jaslyn Richardson	ECH Instructor	MSE
Lisa Jackson	ECH Instructor	BSE
Eva Wood	ECH Instructor	MSE
Sue Terry	ECH Instructor	MSE
Lori Cree	ECH Paraprofessional	AA
LaCheryl Smith	ECH Paraprofessional	HSD
Angie Gentry	ECH Instructor	MSE
Leslie Dixon	ECH Instructor	MSE
Teresia Craven	ECH Paraprofessional	HSD
Velvet Ogden	ECH Paraprofessional	AA
Lindsey Shepard	ECH Paraprofessional	HSD
Judith Hubbard	ECH Paraprofessional	CDA
Shana Martin	ECH Paraprofessional	BA
Sharon Wickless	ECH Paraprofessional	HSD
Amanda Bass	ECH Paraprofessional	HSD
Socorro Henley	ECH Paraprofessional	CDA
Robin Smith	ECH Paraprofessional	HSD
Belinda Clark	ECH Paraprofessional	CDA
Manuela Amaya	ECH Paraprofessional	CDA
Sandra Browning	ECH Paraprofessional	HSD
Callie Gilbey	ECH Speech Pathologist	CCLP
Gail McClinton	ECH Paraprofessional	AA

Goal:

- * Continuing to develop and administer programs to locate, identify, and evaluate three to five year old children suspected to be developmentally delayed.
- * Maintaining current information and liaison with other public and private agencies and individuals who provide services to this age population.
- * Through the Local Interagency Council (ICC) and Southwest Bridge Building Committee collaboration of needs for the southwest are determined.
- * Continuing to develop and administer in-service training for personnel engaged in providing services to the developmentally delayed population, which include Daycares, Arkansas Better Chance (ABC), Head Start, and Day Service Centers in the area.
- * The purpose of the Behavior Interventionist position is to provide behavior support plans and intervention for students (ages 3-5) with severe behavior in all cooperative districts.

Program Summary:

The 3-5 Early Childhood Program takes responsibility for coordinating efforts within the region to develop and establish programs providing special education and related services to identified preschool aged children (3-5 years) with developmental delays. Collaborates in planning with the LEA's and superintendents in their districts for implementing activities to ensure the identification of eligible children. Provides services to such children in accordance with individual educational plans developed for children with the least restrictive environment being the primary concern. Early Childhood Behavior services are available through the cooperative. Behavior referral procedures are in place at the Southwest Arkansas Education Cooperative though the Arkansas Department of Education ECSpEC website. The Behavior Interventionist has a number of specific duties listed below:

- Works with parents and agencies when necessary
- Writing behavior plans, performing observations, assessments and referrals
- Facilitate manifestation determination conferences
- Collaborate with mental health providers
- Conduct parent/teacher consultations
- Assist with the management of due process, crisis intervention, identification, etc.
- Assist with the management process related to autistic children
- Conduct in-service and staff training

For the 2015-2016 year, the Southwest Arkansas Education Cooperative Early Childhood 3-5 Program has the following data:

December 1 Count 299

- Screened - 55 passed developmental screen
- Transition - 80 needing special education services
- Dismissed - 117 not needing special education services
- Behavior Referrals - 62
- Returning -115 for the 2016-2017 school year

Program: Early Childhood Autism Team

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Callie Gilbey	Speech Pathologist	M.S.E. CCC/SLP
Eva Wood	EC Instructor	M.S.E.
Becky Butler	Speech Pathologist	M.S. CCC/SLP
Angie Bobo	EC Behavior Specialist	B.S.E., M.S. Psychology

Goal:

The goal is to provide a resource for assessment and identification of children in 3-5 year old programs who meet criteria for the state and federal definition of autism spectrum disorder and to assist in the development of educational and behavioral strategies that will offer students a greater opportunity for success in the classroom and community environment.

Program Summary:

The Early Childhood Autism Team (A Team) consists of 2 speech language pathologists, a special education instructor and a behavior specialist. The use of a multidisciplinary approach in the educational diagnosis of autism provides additional validity to the eligibility determination process and provides information from an extended range of perspectives. Determining the qualification of a student under the definition of autism requires information relating to medical, psychological, educational and social characteristics of the student, as well as, information regarding the school environment. Students are referred for assessment by parents, classroom teachers, and physicians. A screening instrument, based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V), is completed by the classroom teacher, parent, and at least one member of the team. If the child meets criteria from the screening, specialized evaluation is warranted and scheduled. The team assesses students referred for specialized evaluation, interprets available data and subjective information and uses professional knowledge and judgment to determine eligibility. This specialized assessment uses the Battelle Developmental Inventory II and the Vineland Adaptive Behavior Scales to assess developmental and adaptive skills. The Transdisciplinary Play-Based Assessment-2 uses play to assess cognition, sensorimotor, communication, and social emotional skills. The Preschool Language Scale assesses both receptive and expressive language and the family completes an extensive family and social history. The Autism Diagnostic Observation Schedule-2 (ADOS-2) is used to assess the number and severity of autism related signs and symptoms. Team members perform extensive observation of the child in the natural setting and classroom environment. Additional scales and assessments are given depending upon individual needs. All assessments are recorded for further reference and a typical specialized assessment takes approximately 12 hours per student. The team also provides support during the evaluation programming conference by presenting and explaining all evaluation results.

Data for 2015-2016: Eight children were referred and assessed. Of the eight, three children met the criteria for autism spectrum disorder.

Program: Educational Services for the Visually Impaired

Funding Source: AR Department of Education, SPED Unit

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Melanie Birthright	TVI/COMS, Ed. Vision	MSE

Goal:

To provide consultation, direct and support services to students who are blind or visually impaired, to their parents and to the school, center and related staff.

Program Description:

The SWAEC Vision Consultant serves a large portion of southwest AR to provide assessments, consultations and recommendations for adaptations and modifications to meet the needs of students who are blind or visually impaired ages 3 through 21 in an educational program. The ESVI Consultant also loans adaptive equipment to students and assist the Instructional Materials Center in loaning braille and large print textbooks to local school districts. Consultation, assessment, recommendations and instruction in the area of orientation and mobility is provided in the school and local communities. In addition, professional development opportunities are offered to parents, teachers and related staff.

Major Highlights:

During the year 2015-16, the ESVI consultant continued to be housed at the SWAEC. This enables continued communication between member districts, SWAEC, and LEA staff serving special needs populations, 504 students, and regular education students. The ESVI consultant provided training to districts, and attended numerous trainings to gain information and knowledge in skilled area. This included attending the Texas Orientation and Mobility Conference and Arkansas Orientation and Mobility Conference which allowed the attainment of ACVREP credit hours to maintain Orientation and Mobility Certification. Conference also included LEA Academy and Schools Without Walls Technology Conference.

Program: Gifted and Talented

Funding Source: ADE Competitive Grant: Yes No X

Restricted: Non-Restricted: X

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Dana Ray	G/T specialist	BSE & Master in Educ.

Goal:

Serve as a liaison between ADE, Office of Gifted and Talented and Advanced Placement, district gifted/talented program coordinators, and parent and professional organizations.
Provide technical assistance to meet the State Standards for Gifted and Talented Education and Advanced Placement. Promote gifted education through public awareness and advocacy.

Program Description:

Technical assistance included: guiding GT Coordinators in the writing of the program application, pre-monitoring in preparation for monitoring of the program, and updating policies and procedures necessary for compliance. Hosted regular GT Advisory Council meetings to disseminate ADE updates, current trends and issues in gifted education, discuss practices and procedures for program compliance, share ideas and student activities events and dates, and keep abreast of the activities of the professional organizations for gifted and talented (Arkansans for Gifted and Talented Education and Arkansas Administrators of Gifted Education Association). Assisted member schools with various student activities such as Quiz Bowl, Destination Imagination, and Chess. Provided professional development opportunities, including: Pre-AP Strategies, Curriculum Differentiation, Extending Student Thinking, Student Diversity, Effective Questioning, Assessment for Identifying Gifted/Talented, and Whole Group Enrichment using the Common Core Standards.

Major Highlights:

- *Hosted the 2015-16 Annual College Board AP Coordinators Statewide training in October.
- *Hosted Quiz Bowl tournaments for all levels: Elementary, Jr. High and Sr. High
- *Hosted Chess tournament for Elementary students
- *Hosted Project Fair for Elementary Students
- *Supported 4 districts monitored by the Arkansas Department of Education with all 4 districts found in full compliance on all GT standards. (Genoa Central, Lafayette Co., Texarkana, and Fouke)
- *Provided professional development in Pre-AP, differentiation, formative assessment, GT program coordination, and curriculum.

Program: Home Instruction for Parents of Preschool Youngsters (HIPPY)

Funding Source: Arkansas Better Chance

Competitive Grant: Yes X No

Restricted: **Non-Restricted:** X

Participating Counties:

Hempstead	Lafayette
Miller	Nevada

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Evelyn Page	Coordinator	MSE
Tephania Johnson	Home Educator	CDA - AA
Billie Blakely	Home Educator	CDA
Manuela Amaya	Home Educator	CDA
Hazel Smith	Home Educator	BS/Sociology minor
Kathie Brown	Home Educator	BS/CDA
Ashley Noble	Home Educator	CDA pending

Goal:

HIPPY is a family focused program that helps parents to provide educational enrichment for their preschool children. The goal of HIPPY is to empower parents with the skills, tools, and confidence necessary to work with their children in the home. Parents will view themselves as their child's primary teacher and understand the critical role they play in their child's education.

Program Summary:

HIPPY (Home Instruction for Parents of Preschool Youngsters) is a home based school readiness program for families of 3,4, and some 5 year olds. HIPPY staff consists of trained a Coordinator and Home Based Educators. Parents receive weekly curriculum along with books and supplies for thirty weeks. Home Based Educators deliver the curriculum to the home and role play the activities with the parent. The parent teaches the curriculum to their child. HIPPY serves families from all ethnic and racial groups. We have served 118 families for the 2015-16 program year. The staff administered the Brigance Developmental screening and assessment to each child and the pre and post HIPPY involvement parent survey to each parent. The staff is involved in collecting and documenting information on each child for the purpose of entering data into the State data system COPA (Child Outcomes Planning and Assessment.) We received a successful audit from HIPPY Arkansas and Arkansas Better Chance with compliance in all program areas for the 2015-16 year.

Program: Literacy

Funding Source: Arkansas Department of Education

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Judy Harris	Literacy Specialist	Masters in Curriculum & Instruction
Kelly Cornelius	Literacy Specialist	Masters in Curriculum & Instruction
Connie Echols	Literacy Specialist	Masters in Education

Goal:

- *To enhance teacher awareness and implementation of current best practices through high quality professional development
- *To meet the needs of students through integrated assessment and responsive instruction
- *To ensure that all students are meeting the state and national standards in literacy

Program Summary:

- *Dyslexia Support: Technical assistance is provided to schools to meet Act. 1268 of 2015. Instructional support focusing on assessments, interventions and identification of students who qualify to receive dyslexia services.
- *Implementing a Comprehensive Literacy Framework (ICLF) Grades K-8 is training which identifies the critical components of a comprehensive literacy system, focuses on the unique instructional needs of the learner as related to literacy acquisition, explores setting the context for learning through instructional approaches that meet the needs of the learner, and provides the purposes and types of literacy assessments that when used appropriately will guide instructional decisions.
- *Literacy Design Collaborative (LDC) is a Common Core State Standards infused planning tool for teachers across the curriculum. Modules are created around content and Standards to create a positive learning environment in the classroom. This approach to incorporating literacy into content areas with the CCSS built in to the process assures student success.

Major Highlights of the Year:

- | | |
|--------------------------------------|------------------------------|
| *Dyslexia support and interventions | *RTI Support |
| *Classroom Walk-Throughs | *Classroom Observations |
| *District/Campus Leadership Meetings | *Data Analysis |
| *Curriculum Alignment | *Curriculum Alignment |
| *Model Lessons for teachers | *DIBELS training and support |

Program: Mathematics

Funding Source: Arkansas Department of Education

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Deborah Propps	Math Specialist	Masters of Education

Goal:

To increase teacher knowledge and implementation of research based best practices through high quality professional development the state and national standards in math.

Program Summary:

SWAEC, in partnership with Arkansas Department of Education, administers the Mathematics Program for grades K-12, established by ACT 1392 of 1999 for the improvement of mathematics instruction throughout Arkansas. Technical assistance is provided to schools by using a variety of data to determine math priorities which could include: demonstration lessons, teacher observations with pre and post conferences, updating improvement plans in collaboration with individual schools, consultations with the math instructional facilitator, math professional development, and curriculum development.

Major Highlights Of The Year:

- *Cognitively Guided Instruction (CGI) Level 1
- *Classroom Embedded Days
- *Curriculum Mapping
- *MDC State Initiative
- *Data Analysis
- *Classroom Walk-Throughs
- *Classroom Observations
- *District and Campus Leadership Team Meetings
- *Lesson Planning Support
- *Demonstration Lessons for teachers
- *RTI support
- *Curriculum Alignment
- *Building Math Units for Each Grade Level

Program: Novice Teacher Mentoring Program

Funding Source: ADE **Grant Competitive Grant:** Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope
Lafayette	Nevada	Prescott	Spring Hill
Texarkana			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Monica Morris	Teacher Center Coordinator	MSE
Dana Ray	GT Specialist	MSE
Regional Trainers		

Program Summary:

ADE transitioned from Arkansas Induction Mentoring Model (AIMM) to the Novice Teacher Mentoring Program and all trainers were provided an update training.

The Novice Teacher Mentoring Program is designed to provide a novice teacher the support, assistance, and encouragement of a site-based, trained mentor in order for the novice teacher to learn the skills he or she needs to become an effective, knowledgeable teacher. District project directors were encouraged to share the mentor/novice teacher update video with previously trained mentors and novice teachers. The ADE provided electronic resources such as: the Mentor Notebook, Mentor/Novice Teacher Update Video and the Project Director Update Training Video in lieu of face to face trainings. New mentors were trained in the updated Novice Teacher Mentoring Program. Southwest Arkansas Education Cooperative provided 3 sessions in the Novice Teacher Mentor Program.

Goals:

- Become familiar with the Framework for Teaching (FfT) and the relationship between Novice Teacher Mentoring Program and TESS (Teacher Effectiveness Support System)
- Use the Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module in Moodle
- Identify effective coaching techniques for use in the mentoring process

The cooperative provided districts ongoing support as needed.

Program: Nurses Connecting Health and Education

Funding Source: Arkansas Department of Health

Participating Counties:

Hempstead	Lafayette
Miller	Nevada

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Edith Greenwood	Community Health Nurse Specialist	RN, BSN

Goal:

- *Provides technical assistance to Southwest Arkansas Education Cooperative region's schools for implementation of School Based Tobacco Prevention Project and Act 1220
- *Acts as a liaison between schools, community coalitions, and health care providers to keep informed of public health policies
- *Participates in data collection and evaluation of Best Practices Programs
- *Shares information from state School-Nurse Consultant with school nurses
- *Identifies, provides, and evaluates training needs of school-nurses on up to date school health policies and issues
- *Provides, participates, and links resources for school and community-based health and wellness trainings
- *Research and design literature to support school/community health development
- *Serves on work groups, special projects and committees as needed
- *Serves as an advocate for school health needs

Program Summary:

The Community Health Nurse Specialist is employed by Arkansas Department of Health and functions in a collaborative role with Southwest Arkansas Education Cooperative. Technical assistance is provided to the region's school district nurses and community coalitions through education and policy guidance and school health advocacy, with special focus on Best Practices for Nutrition, Physical Activity, and No-Tobacco.

Program: Professional Development

Funding Source: Base and District Support

Competitive Grant: Yes No X

Restricted: **Non-Restricted:** X

Participating Districts:

Blevins	Fouke	Genoa	Hope	
Lafayette	Nevada	Prescott	Spring Hill	Texarkana

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Monica Morris	Teacher Center Coordinat	MSE
Gina Perkins	Clerk	HSD
Darlene Estes	Clerk	HSD
Monica Holston	Clerk	AA

Goal:

Our goal, through these programs, is to provide quality professional development training, primarily in the thirteen critical areas, as outlined by the Arkansas Department of Education. The focus is to assist area schools in meeting the needs of their individual School Improvement Plans and to improve student achievement. These training sessions are funded through our Professional Development Consortium (PDC), in which 8 out of 9 districts participate. Participating districts contribute \$100 per certified staff member to the consortium. This funding helps support training sessions that cover a variety of related topics for which teachers and/or administrators have expressed a need. These funds are also instrumental in supporting several state initiatives, such as Common Core State Standards and Teacher Evaluation. Districts not participating pay a per session fee.

Program Summary:

The Teacher Center Coordinator has a primary responsibility for planning and carrying out the Professional Development Program for member districts. The professional development programs are, in part, identified by the Teacher Center Committee as a priority among member districts. A wide variety of workshops and seminars are provided for teachers and administrators throughout the year utilizing the expertise of regional, state and national consultants to train school personnel to help them develop both professionally and personally. SWAEC is in collaboration with the ADE as a training site for the Arkansas Novice Teacher Mentoring program. The SWAEC has Novice Teacher Mentoring Trainers in-house to assist area districts with their mentoring programs. Collaboration with the ADE and other agencies exists to provide professional development for specific groups such as: Special Education Teachers, Limited English Proficiency Teachers, Federal Coordinators, Gifted and Talented Teachers, Food Services, and Migrant Educators. Technology is supported through a variety of training sessions here at the Co-op and at the school sites. We have developed a Teacher Technology Team that assists with most technology training for classroom teachers. This team is also supported through extensive training to keep them abreast of new technology.

Major Highlights of the Year:

*Novice Teacher Mentoring training *Administrators' Summer Institute *School Board Member Training *Teacher Evaluation training *Technology Integration Team

A separate PD activities report is included.

Program: Psycho-Educational Examiner
Funding Source: District Allocations

Restricted: Yes No ☒ X

Participating Districts:

Spring Hill	Prescott	Genoa Central
Hope	Nevada	Lafayette
Blevins	Fouke	

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Rhonda Colberg	Educational Examiner	MSE

Goal:

Provide participating districts with timely, accurate, reliable, and valid special education evaluations and consultation.

Program Summary:

The evaluation process aids in identifying a disability, adverse effect on education, and the need for special education and related services.

Major Program Highlights:

The examiner completed 138 psycho-educational evaluations during the 2015-16 school year. All compliance areas were met. Reports were completed and distributed in a timely manner. Staff development opportunities were provided as well as technical assistance to all districts.

Program: Science

Funding Source: Arkansas Department of Education

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Texarkana	Fouke	Genoa
Hope	Lafayette	Nevada	Prescott
Spring Hill			

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Terri Kennedy	K-12 Science Specialist	Masters of Science in Education

Goal:

The goal of the Science Specialist is to provide ongoing support for adult learning in best practices. This support includes raising awareness of new standards and frameworks and providing implementation tools and techniques to achieve success.

Program Summary:

The office of the Science Specialist supports schools, teachers, and administrators by providing quality professional learning opportunities, and ongoing site based support in instruction, leadership, and best practices. Instructional support such as High Yield Strategies and lesson planning were introduced onsite, while incorporating Common Core State Standards. Awareness of the Next Generation Science Standards was increased through onsite visits to each of the school districts in the area.

Major Highlights Of The Year:

- *Preparing Teachers and Schools for the Implementation of New Science Standards
- * Science Practices
- * Disciplinary Core Ideas
- * Crosscutting Concepts
- *Science Notebooking
- *Science and Literacy Integration
- *Engineering Lessons
- *STEM Curriculum Conversations
- *Unit Planning
- *Modeled Lessons
- *Lesson Development
- *Joint-Presentation of Mini-Course at the Arkansas Curriculum Conference
- *Development of 2-day and 3-day Science Conferences for Elem, MS, and HS

Program: Special Education Consortium

Funding Source: Consortium districts

Competitive Grant: Yes No X

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Nevada	Fouke	Genoa
Lafayette	Spring Hill		

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Angela Winfield	LEA Supervisor	MSE
Sherry Faust	Due Process Coordinator	HSD

Goal:

To provide participating districts compliance in Special Education laws and implementation.

Program Summary:

Individuals employed as an LEA Special Education Supervisor will perform the following duties and tasks:

Responsibility for gifted/talented programs and Section 504 coordination are not to be considered as part of the special education supervisory role.

A. Supervise and administer all district programs for children with disabilities under the Individuals with Disabilities Education Improvement Act (IDEIA).

1. Become knowledgeable about the developments and trends in special education, instructional management and supervision, including attendance at meetings and training for LEA Supervisors conducted or sponsored by the ADE, Special Education Unit (SEU).
2. Supervise the location, identification, and evaluation process for students with disabilities, including privately-placed students receiving educational services within the district's jurisdictional boundaries.
3. As frequently as necessary, provide information related to due process and dispute resolution procedures and IDEA requirements to administrators, teachers, and parents, including information on resolution sessions and mediation and the availability and desirability of pre-due process mediation.
4. Consult with teaching staff to determine needs of specific students and the program.
5. Consult with teachers to determine instructional materials and supplies needed for the program.
6. Collaborate with school and district level curriculum committees to develop plans and recommendations for the inclusion of students with disabilities in all aspects of the educational program.

B. Provide on-going, regularly scheduled consultation to special and regular education personnel in the district.

1. On a regular basis, visit special and regular education classrooms to observe effectiveness of the instructional program.
 - a. Determine whether instruction corresponds to goals and objectives of the student's individualized education program (IEP) and the state curriculum standards
 - b. Determine if materials, equipment and other supports are available and are adequately and properly used.
 - c. Confer with teachers to provide technical assistance for improvement of instructional skills and behavior management.
2. On a regular basis, consult with teaching staff to assure that specific needs of the student are met.
3. On a regular basis, consult with teachers about appropriate and adequate materials.

C. Designate appropriate professionals responsible for appraisal, programming and implementation activities as specified by state guidelines.

1. Assure that appropriate personnel are available and efficiently deployed for all due process and instructional activities, including related services personnel.
2. Ensure that such personnel are held accountable and responsible for meeting established timelines set forth in due process procedures, including those employed through purchased service arrangements.

D. Initiate and administer programs to locate, identify, and evaluate students with suspected disabilities.

1. Design and implement Child Find activities in accordance with state and federal guidelines, including for privately-placed students receiving educational services within the district's jurisdictional boundaries
2. Arrange timely evaluation of students suspected of having a disability.

E. Monitor operation of district programs for children with disabilities to ensure operation in accordance with state adopted and approved policies, procedures and guidelines.

1. Become informed in the specifics of the state adopted and approved policies, procedures and guidelines.

F. Provide on-going consultative assistance, in conjunction with assigned special education teachers, to regular education teachers serving students with disabilities

1. On a frequent, regularly scheduled basis, hold discussions with all teachers who have students with disabilities in regular education classes.

G. Maintain information on and liaison with other public and private agencies and individuals who provide services to students with disabilities in the district, particularly those ages 14 and above.

1. Maintain information files that identify and describe agencies and individuals who provide services to students with disabilities.
2. Make such information available to persons planning programs and providing Services to students with disabilities.
3. Make such information available to parents and patrons.

H. Participate and provide leadership, as appropriate, in the development of the district ACSIP and special education budget for approval by the district superintendent.

I. Serve as a liaison with the ADE Special Education Unit in matters concerning education of children with disabilities.

1. Provide information to the ADE Special Education Unit as required.
2. Disseminate information and training provided by the Special Education Unit to district personnel, parents, students and patrons, as appropriate

J. Serve as a local liaison with parents and with parent organizations, including school-based parent centers.

Program: Teacher Center

Funding Source: Base Funds

Competitive Grant: Yes No X

Restricted: **Non-Restricted:** X

Participating Districts:

Lafayette	Fouke	Nevada	Hope
Blevins	Genoa	Prescott	
Spring Hill	Texarkana		

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Monica Morris	Teacher Center Coordinator	MSE
Darlene Estes	Clerk	HSD
Gina Perkins	Clerk	HSD
Monica Holston	Clerk	AA

Goal:

The purpose of the Teacher Center is to provide services to our schools in three basic areas: staff development, curriculum development assistance and educational materials. We meet those goals in a number of ways in both the Teacher Center and other areas of the Co-op. The Teacher Center Advisory Committee works closely with the Teacher Center staff and the Co-op Board of Directors. This open channel of communication assures that we continue to understand and meet the need of educators we serve.

Program Summary:

The SWAEC Teacher Center provides a place for teachers, paraprofessionals, and administrators of all member districts to work on instructional materials, develop curriculum, and obtain instructional and media materials to meet the needs of their classroom. The instructional materials have been developed to coordinate with the Arkansas Frameworks and Common Core State Standards. Instructional resources are available for teachers to use in the classroom. The primary focus of the instructional material is reading, math and language arts; however we do have materials available for other subject areas. Technical assistance is available for educators from laminating and supplies to curriculum designed to meet a specific need. One of the most popular services of the Teacher Center is the Ellison lettering machines and the numerous dies available for use. During the school year, the SWAEC makes Ellison cuts available to school through six Ellison kits that travel to different buildings. Additionally, the Teacher Center provides teachers and administrators the use of a banner/poster maker, a binding machine, two laminators and copiers. Teachers use the Teacher Center on a regular basis for help and assistance through personal visits, phone calls, and school visits through the delivery system. The center serves preschools and daycares, in addition to, our member school districts. There are approximately 35 preschools and day cares that use the SWAEC Teacher Center services on a regular basis.

Students from UAHT, Texas A&M-Texarkana and Henderson regularly use the SWAEC Teacher Center services. Private schools in the SWAEC service area also use the Teacher Center.

Program: Technology

Funding Source: ADE

Competitive Grant: Yes X No

Restricted: X **Non-Restricted:**

Participating Districts:

Blevins	Fouke	Genoa	Hope	
Lafayette	Nevada	Prescott	Spring Hill	Texarkana

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
David Henderson	Technology Center Coordinator	Masters of Liberal Arts

Goal:

Provide quality technology support for the cooperative and for member school districts.

Program Summary:

- *Support districts in their efforts to provide quality technology for teaching and learning.
- *Support districts with various aspects of assessment testing including: technical support for infrastructure trials, support during the live testing
- *Coordinate with districts to increase awareness of and participation in VirtualArkansas, Bloomboard, StudentGPS, E-rate and other state initiatives.
- *Provide quality professional development.
- *Provide ongoing support to the cooperative in terms of professional development, network administration, hardware/software troubleshooting, etc.
- *Provide ArkansasIDEAS information and STIN lookups during workshops and throughout the year as needed/requested.
- *Decommissioned (2) old servers. Consolidated services to different servers.
- *Host meetings with area techs.
- *Bid, oversee purchase and installation of new security camera system.
- *Meet with other state coordinators, superintendents, teachers, etc.

Program: Technology Infused Education (TIE) Project

Funding Source: Department of Education

Competitive Grant: Yes No ☒

Restricted: **Non-Restricted:** ☒

Participating Districts:

Blevins	Fouke	Genoa	Hope	
Lafayette	Nevada	Prescott	Spring Hill	Texarkana

Personnel:

<u>Name</u>	<u>Position</u>	<u>Degree</u>
Phoebe Bailey	Director	MSE
David Henderson	Technology Center Coordinator	Masters of Liberal Arts

Goal:

The purpose of the TIE project is to increase technology integration across the state of Arkansas. Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards and licensure issues while enhancing instruction through integrated technology practices. The state and partner co-ops have helped to support this training after grant funding ended.

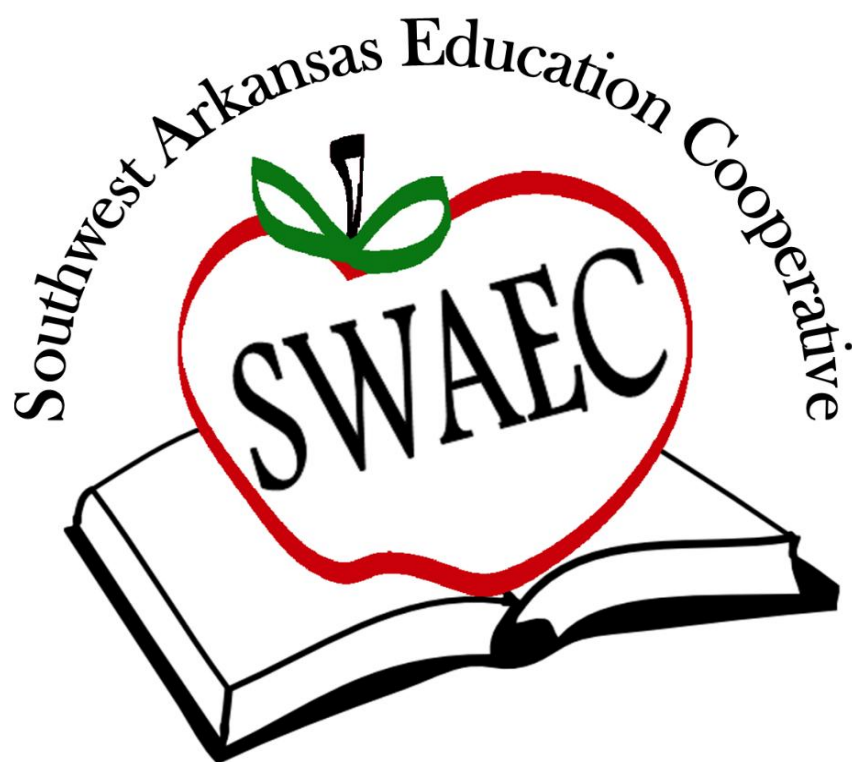
Program Summary:

All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently over 100 TIE Cadre members representing 69 districts across the state. Cadre members have conducted over 450 workshops across the state on 78 different technology modules. The trainings have impacted over 5,000 teachers and administrators. The modules are all project based and have been developed by teachers. Modules include trainings on things such as Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://swaecmoodle.k12.ar.us/>. By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The focus of cadre training is to support technology integration in curriculum. Training includes a focus on computer coding, presentation skills, unit planning and tools teachers can use. Cadre members then share this knowledge in trainings offered at the co-ops. The cadre members not only train for the education co-ops in the summer but are also able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings.

Major Highlights of the Year:

Cadre members attended training to support coding and roll out of Computer Science Standards 7th Annual TIE Conference for member training was held in the spring of 2016.

Southwest Arkansas
Education Cooperative
2015/2016



Special Projects

SPECIAL PROJECTS AND PROGRAMS

Detailed below are special projects or programs in which state funding provided services regionally or statewide, giving this cooperative an opportunity to participate.

Funding Source: Arkansas Department of Education **Restricted**

Program Name: EtherScope

Competitive Grant: No

In an effort to assist schools in preparation for online Common Core State Standards testing in 2014-15, ADE awarded a grant to the Co-ops for the purchase of EtherScopes. There were eight EtherScopes purchased and each cooperative area partners with a “sister” cooperative to share an EtherScope. Our cooperative is partnering with South Central Service Cooperative. Our goal is to evaluate all of the schools in our cooperative to see if their networks are capable of connecting 1 to 1 computer to student for the CCSS testing. When we visit each school, we save reports from the EtherScope for evaluation purposes and inform the school technology coordinator of the findings.

Program Name: CGI-Cognitively Guided Instruction

Competitive Grant: No

Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 & 3 of training builds upon the previous year’s training—resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Program Name: Teacher Excellence Support System (TESS)

Competitive Grant: No

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: Arkansas Leadership Excellence and Development System (LEADS)

Competitive Grant: No

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of Bloomboard for evaluation and artifacts, and other support, as needed in individual cooperatives.

Program Name: Design Collaborative/Mathematics Design Collaborative (LDC/MDC)

Competitive Grant: No

The LDC/MDC is an on-going professional development process which consists of tasks aligned to the Common Core State Standards that target those skills needed in reading, writing, and mathematics. Formative assessment is used as a tool for monitoring what students are learning and identifying misunderstanding or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students that are evaluated with a scoring rubric that helps educators across our state and nation calibrate high expectations. The LDC/MDC work is implemented in literacy, social studies/history, mathematics, science and career education classes for students in grades 9 and 10.

Program Name: ACT Aspire

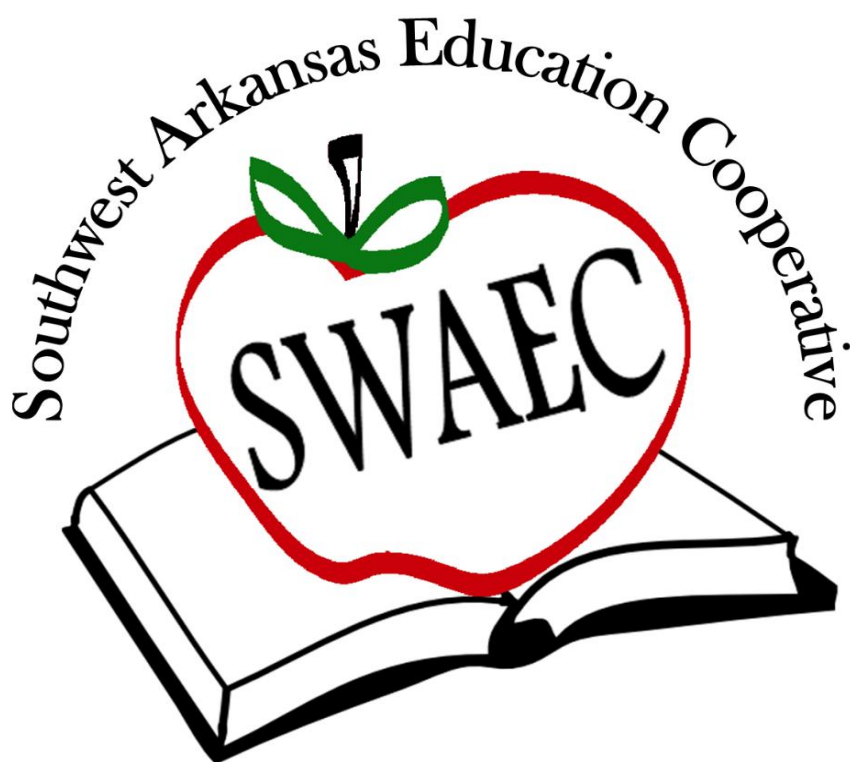
Competitive Grant: No

Southwest Arkansas Education Cooperative technology coordinator and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling. Additionally, cooperative technology coordinator provided ongoing assistance through emails and phone conversations as problems and questions arose in districts.

The Southwest Arkansas Education Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Cooperative also provided support to classroom teachers and instructional leaders to ensure that the Common Core State Standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative literacy and math specialists provided face-to-face trainings on ACT Aspire resources that are available and how these could be utilized to strengthen the classroom teachers understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Southwest Arkansas
Education Cooperative
2015/2016



Professional Development



Wilbur D. Mills

Education Service Cooperative

ANNUAL REPORT ON OPERATIONS 2015~2016

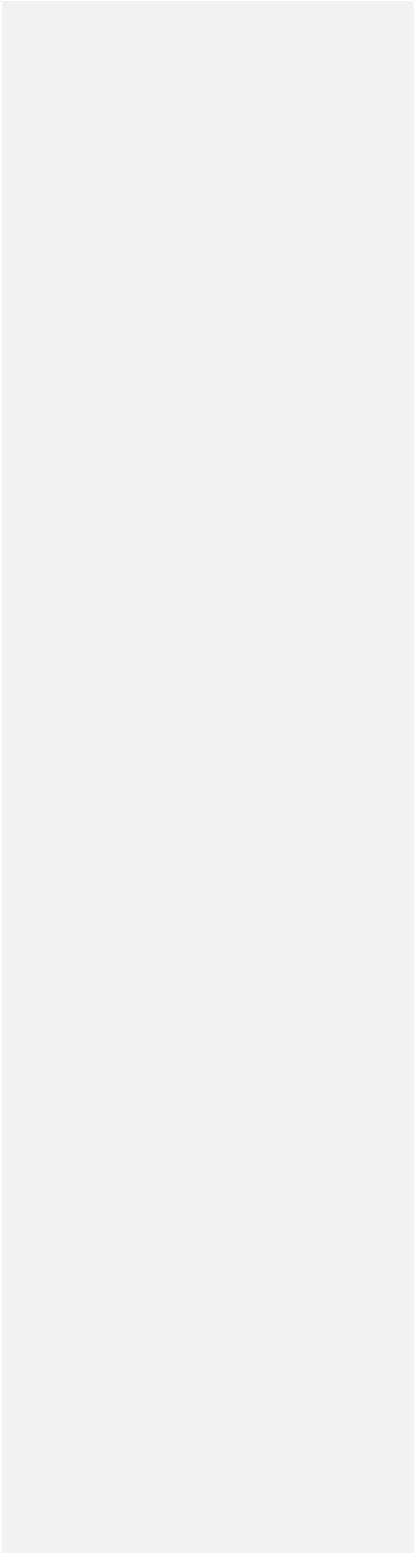
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TABLE OF CONTENTS

Director's Annual Memo	4
Mission Statement /State Maps of Cooperatives	5
	1

Organizational Flow Chart	6
Board Information	7
Teacher Center Committee Information	7-8
ESC Annual Report	9
Governance	9
Staffing	10-12
Teacher Center	13
Administrative Services	14
Direct Services to Students	15
Anecdotal Reports	16-17
Employment Policies And Practices	18
Program Reports	19
Accounting	19
ADE/APSCN Student Applicants Field Analyst	20
ADE Public School Program Advisor	21
Arkansas Leadership Academy	22
Career and Technical Education	23
Consolidated Purchasing Services	24
Director's Office Administration	25
Early Childhood Special Education	26-28
Gifted and Talented	29-30
ESOL	31-32
HIPPY (Home Instruction for Parents of Preschool Youth)	33
Literacy	34-37
ESVI	38-40
Mathematics	41-43
Media	44
Medicaid Services	45
Novice Teacher Mentor	46
School Health Services	47-48
Science Instruction Specialist	49-50
LEA Special Education Supervisor	51-53
Teacher Center/Professional Development/	
Curriculum Development/Resources	54-55
Technology	56-57
K-12 Behavior Support Specialist	58-59
Digital Learning	60-61

Special Projects & Programs	62-64
Professional Development Activities Report	65-95



Director's Annual Memo

The Wilbur D. Mills Education Service Cooperative maintained our approach to provide progressive, quality services to the school districts we served through 2016. We are committed to serving our school districts and meeting their needs in this ever evolving environment that we find in education today. We continued with the task of aiding our schools in their attempts to implement the Arkansas State Standards, while continuing to assist them in receiving quality training in the many required areas of professional development. Our Board members are very active in their service to the cooperative and are providing a very sound shared vision for the cooperative.

The 2015-16 annual report prepared by the staff of the Wilbur D. Mills Education Service Cooperative reflects information on the programs and grants conducted through the co-op for our 17 school districts and collaborative partners. The Wilbur D. Mills Education Service Cooperative has 57 employees total, some of which are housed in the schools and preschools.

We run four state programs. The Arkansas Department of Education Base Funding to the co-op is \$408,618 and the total budget is approximately \$5.3 million.

One of the main purposes of the co-op is to be effective and efficient in the administration of programs for the schools. As a result, our 17 school districts or a portion of these school districts, often share joint programs. Listed below are examples of these shared programs:

APSCN Field Support	Medicaid Billing Services
College and Career Readiness Prep Program	Perkins Consortium Coordinator
Content Literacy	Professional Development Programs
C.T.E. Coordinator	Psychological Services
Early Childhood Special Education Program	School Health Nurse
Gifted and Talented Coordinator	School Recruitment Employment Application Software
LEA Special Education Supervisor	Science Specialist
Literacy/Dyslexia Specialist	Teacher Center Services
Math Specialist	Technology Services
Media Services	

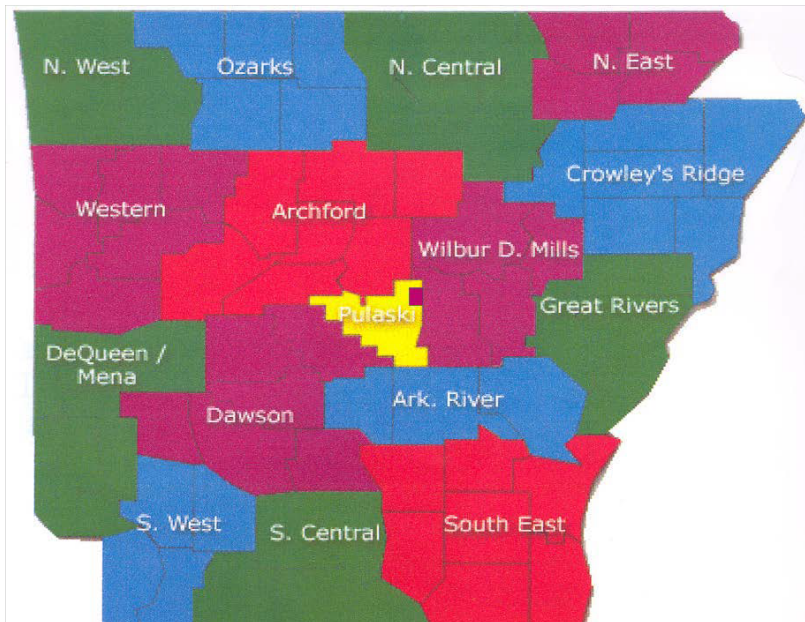
The co-ops of Arkansas have served as the implementation support agents for new state initiatives. The Wilbur D. Mills Cooperative has provided the extensive professional development and capacity building necessary to implement the state initiatives. We plan to continue to effectively provide support for the Arkansas State Standards and the new teacher evaluation system. The mission of the Wilbur D. Mills Education Service Cooperative is to support and serve our school districts as they strive to provide a high quality education to their students. We will aspire to provide these services in the most effective and efficient manner possible. The staff of the Wilbur D. Mills Cooperative looks forward to the challenges of the upcoming year. We will endeavor to provide quality services to each of our school districts.

Jeff Williams, Director
Wilbur D. Mills Education Service Cooperative

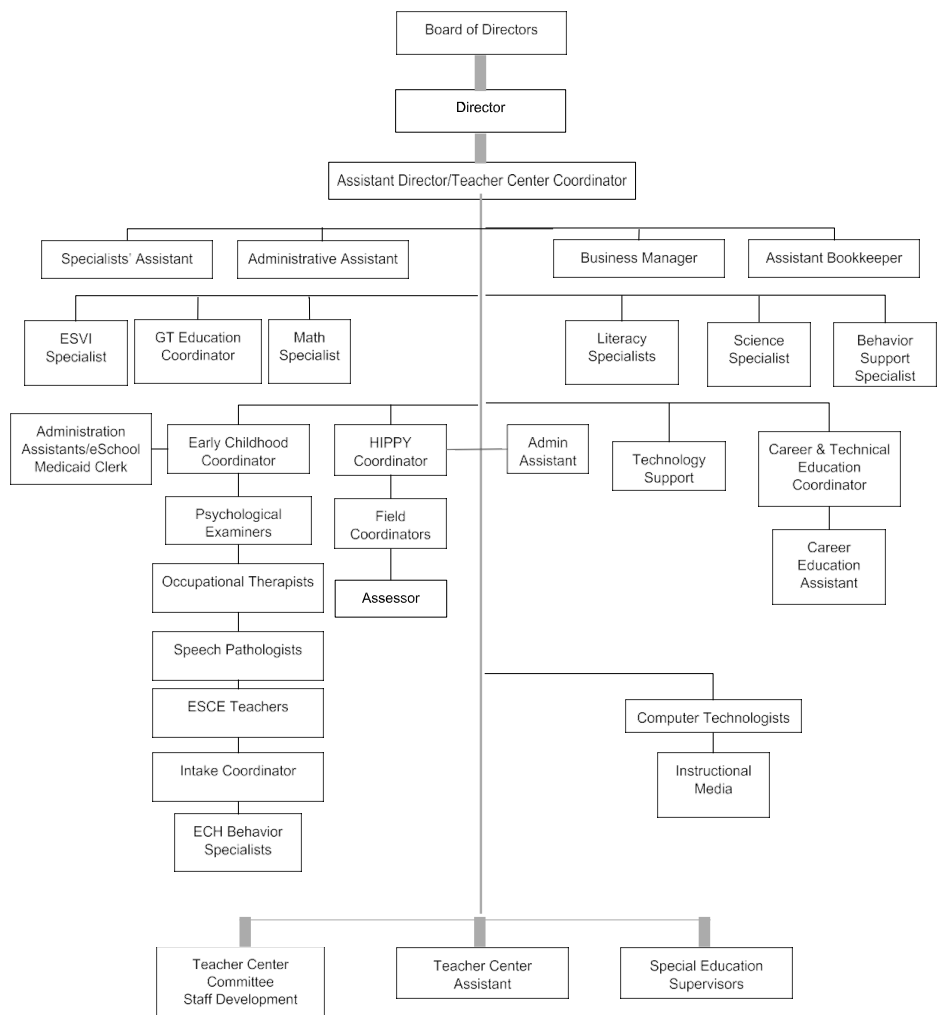
Mission Statement

The mission of the WDMESC is to assist their member school districts in:

- Meeting accreditation standards and equalizing educational opportunity
- Using educational resources more effectively through cooperation among school districts
- Promoting coordination between school districts and the Arkansas Department of Education
- Providing services which are needed by the local school districts
- Providing services which are established as educational priorities by the General Assembly and/or the State Board of Education



Wilbur D. Mills Education Service Cooperative
Organization Chart



School Districts served in Wilbur D. Mills Education Service Cooperative

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Officers of the Board of Directors for 2015-2016

Name	Position	School District
Bob Casteel	President	McCrory
Nanette Belford	Vice President	Hazen
Bradley Roberts	Secretary	Bald Knob

Members of the Board of Directors for 2015-2016

Name	Position	School District
Dr. Ray Nassar	Superintendent	Augusta
Bradley Roberts	Superintendent	Bald Knob
Dr. Belinda Shook	Superintendent	Beebe
Arthur Dunn	Superintendent	Bradford
Dr. Tony Thurman	Superintendent	Cabot
Jason Clark	Superintendent	Carlisle
Nick Hill	Superintendent	Des Arc
Barry Scott	Superintendent	England
Nanette Belford	Superintendent	Hazen
Tony Wood	Superintendent	Jacksonville
Dr. Suzanne Bailey	Superintendent	Lonoke
Bob Casteel	Superintendent	McCrory
Dr. Kathy Berryhill	Superintendent	Pangburn
David Rutledge	Superintendent	Riverview
Curtis Spann	Superintendent	Rose Bud
Diane Barrett	Superintendent	Searcy
Sheila Whitlow	Superintendent	White County Central

Teacher Center Committee Members for 2015-2016

Name	Position	School District
Joseph Brown	Administrator	Augusta
Julie Kohl	Secondary Teacher	Bald Knob
Brandy Dillin	Elementary Principal	Beebe
Patti Stevens	Elementary Principal	Bradford
Kelly Riggs	Administrator	Cabot
Judy Scroggins	Elementary Teacher	Carlisle
Francine Dickson	K-8 Teacher	Des Arc
Michelle Carlisle	Secondary Teacher	England
Donna Felty	Elementary Teacher	Hazen
Anita Hogue	Elementary Principal	Lonoke
Karen Keens	Library Media	McCrory
Dawn Atkins	Elementary Teacher	Pangburn
Leslie Cypert	Middle School Teacher	Riverview

Margaret Moon	Secondary Teacher	Rose Bud
Carrie Parsley	Assistant Principal	Searcy
Leslie Williams	Elementary Teacher	White County Central

Education Service Cooperative (ESC) Annual Report

Date: 06/18/15 LEA#: 73-20 ESC#: 15

ESC Name: Wilbur D. Mills Education Service Cooperative

Physical Address: 114 N. Main St., P.O. Box 850, Beebe, AR 72012

Phone Number: 501-882-5467

Director: Jeff Williams

Teacher Center Coordinator: Leasha Hayes

Names of Counties Served: Lonoke, Prairie, Pulaski, White, Woodruff

Number of Districts: 17 Number of Students: 32,479

Number of Teachers: 2,447

I. Governance:

- A. How is the co-op governed? Board of Directors X or Executive Committee How many members on the Board? 17
Executive Committee? N/A
How many times did the Board meet? 11
When is the regular meeting? 3rd Wednesday of month Date of current year's annual meeting: June 16, 2016
- B. Does the co-op have a Teacher Center Committee? YES X NO If yes, then:
How many are on the Teacher Center Committee? 16 How many members are teachers? 11
How many times did the Teacher Center Committee meet? 3 When is the regular meeting? Fall, Winter, and Spring
- C. When was the most recent survey/needs assessment conducted? November 2015
- D. Have written policies been filed with the Arkansas Department of Education? Yes X No

II. Staffing:

Wilbur D. Mills Education Service Cooperative 2015-
2016

S=State, F=Federal, M=Medicaid, B=Base Funds, D=District Allocations

Name	Position	Funding Source	New Hire	Resigned
Alderson, Tateyanna	Early Childhood Instructor	S		
Allen, Pamela	K-6 Math Instructional Specialist	S		
Amburgy, Fabiola	Early Childhood Behavior Support	S		
Amburgy-Houchin, Katie	Early Childhood Behavior Interventionist	S		
Armstrong, Cynthia	Computer Technologist for Bradford School District	D		
Barnwell, Carla	Medicaid-eSchool Assistant	M		
Baum, Alton	Custodial	B	X	
Berner, Robyn	Early Childhood Due Process	S		
Berry, Leslie	Early Childhood Speech Therapist	S		
Betzner, Rhonda	Hippy Field Coordinator	S		X
Bostic, Lindsay	Early Childhood Programmer	S		
Bridges, Ginger	Hippy Field Coordinator	S		
Chester, Brian	School Technologist	D	X	
Clark, Wendy	Early Childhood Speech Therapist	S		
Cook, Johnnie	Early Childhood Intake Coordinator	S		
Cross, Kyle	Computer Technologist for Riverview School District	D		
Davis, Shadequia	Early Childhood School Psychology Specialist	S		
Duncan, Haley	Summer PD Help	D	X	
Dunlap, Sarah	Early Childhood Occupational Therapist	S		X
Dunn, Jimmy	Special Education Supervisor .20 McCrory, .20 Augusta, .20 Hazen, & .40 Technology Support	D/B		
Evans, Sherry	Hippy Field Coordinator	D		X
Finch, Robbie	Media Driver	B		
Finley, Jackie S	Business Manager	S		
Fletcher, Deborah	HIPPY Program Admin Assistant/Media Clerk	S		
Gajeski, Karen	School Psychology Specialist - Beebe	D		
Gerlach, Amy	Early Childhood Special Education Teacher/Programmer	S		
Guyot, Kerry	Early Childhood Speech Therapist	S		
Hall, Kimberly R	Early Childhood Instructor	S		
Hatfield, Dorothy	PDC Secretary/Receptionist	S		
Hayes, Leasha	Assistant Director/Teacher Center Coordinator	B		

Heidleberg, Stephanie	Early Childhood Program Coordinator	S		
Henderson, Tiffany	Literacy Specialist	S		X
Hicks, Tammy	Early Childhood Instructor	S		
Hinesly, Kristina	Early Childhood Administration Assistant	S		
Holliman, Sherry	K-12 Behavior Support Specialist(BSS)	F		X
Jarrett, Dana	Assistant Bookkeeper	S		
Jobe, Colleen	Hippy Field Coordinator	S		
Knighton, Misty	School Psychological Examiner-Beebe School District	D		
Lee, Teresa	Administrative Assistant	D		
Lynn, Juanita	Early Childhood Instructor	S		
Massengale, Garrie	Special Education Supervisor Rose Bud, Pangburn, White County Central & Bradford	D		
McCoy, Lauren	Early Childhood School Psychology Specialist	S		
Miller, Jonathan	Technology Center Program Coordinator	S		
Moore, Greg	Literacy Specialist	S		
Muncy, Connie	Early Childhood Instructor	S		
Nichols, Nanette	Science Specialist	S		
Pike, Ashley	Early Childhood Special Education Programmer	S		
Poe, Kristy	Early Childhood Speech Therapist	S		
Price, Angela	Teacher Center Assistant	B	X	
Quick, Diane	ESVI Consultant	F		X
Roberts, Mary	Workforce Ed. Coordinator	S		
Roe, Sandra	G/T Supervisor	S		
Singer, Shannon	Early Childhood Speech Language Pathology	S		X
Singletary, Brook	Instructional Technology Beebe/ WDMESC	D		
Smith, Kelley	HIPPY Director	S		
Spann, Wendy	HIPPY Intake Coordinator	S		
Strayhorn, Kaylea	Summer Help	B	X	
Sullivan, Joyce	Special Education Supervisor - Beebe School District	D		
Summers, Krista	Early Childhood School Psychology Specialist	S		
Vest, Joy	Early Childhood School Psychology Specialist .20, Riverview .40, & Bald Knob .40	S/D		
Wallis, Shayne	Computer Technologist - White County Central School District	D		
Wawak, Jamee	Early Childhood Speech Language Pathology	S		X

Weatherford, Crystal	Early Childhood Instructor	S		
Williams, Clint	Summer Maintenance	B	Y	
Williams, Geral	Summer Maintenance	B	Y	
Williams, Jeff	Director	B		

III. Teacher Center

Please attach a list of all in-service training/staff development workshops offered through the co-op, including month offered, topic, number of districts participating, number of participants and location of workshops. Place an asterisk (*) beside those which provided curriculum assistance. Include a cumulative total of participants. See Professional Development Activities Report attached.

- A. Does the co-op provide media services to schools? YES [X] NO []
Approximate the number of titles in media center: 725
Does the co-op provide delivery to the districts? YES [X] NO [] How many districts participate in the media program? 16
How many titles (including duplicate counts) were provided to schools during this current year? 65
Do districts contribute dollars to the media services YES [] NO [X]
How are media charges per district determined (formal or per ADM)? Please describe: N/A
Does the co-op operate a "make-and-take" center for teachers? YES [X] NO []
How many teacher visits have been made to the center? (Count all teachers who have visited the center, using duplicate counts for teachers who have visited the center more than once).
 - o Number of Teacher Participants: 500
 - o Number of ASU Participants: 170
 - o Number of Other Participants: 1027

IV. Administrative Services

Please check administrative services offered through the co-op:

- ☒ Cooperative purchasing
- ☒ Conduct Annual Needs Assessment/Planning Assistance
- ☒ Special education services
- ☒ Gifted and Talented assistance
- ☒ Grant writing assistance
- ☒ Personnel application
- ☒ Evaluation procedures- assist/support (OSR, ACSIP, GT, SPED)
- ☒ Migrant Student Identification
- ☒ Bookkeeping assistance
- ☒ Technology training
- ☒ Curriculum alignment
- ☒ Business Management training
- ☒ College Career Readiness Prep. Administration/Collaboration
- ☒ Computer technician
- ☒ E-Rate applications
- ☒ Assessment data analysis
- ☒ Instructional facilitator training
- ☒ Math coaches training
- ☒ Math/Science/Literacy specialists
- ☒ Numerous professional development opportunities for teachers
- ☒ Administrators and local board members
- ☒ Perkins Consortium
- ☒ CTE Coordinator
- ☒ Professional Development
- ☒ Medicaid billing
- ☒ Other – ESC Works Support
- ☒ Psychological services
- ☒ School Health Nurse
- ☒ HIPPY
- ☒ APSCN Field Support

V. Direct Services to Students

Please check the student services provided through the co-op:

- ☒ Student assessment program
- ☒ Early Childhood Special Education 3-5 years of age: psychological services, speech/language pathology, behavior intervention, occupational therapy, physical therapy
- ☒ Computer-assisted instruction
- ☒ Mentor programs: Novice Teacher Mentor, Parents as Teachers, Beginning Administrator Mentor
- ☒ Digital instruction
- ☒ Video instruction
- ☒ Low incidence handicapped
- ☒ Distance Learning
- ☒ Itinerant teachers – please list areas: (ECSE, LEA Supervisors)
- ☒ Transition Assistance
- ☒ Gifted/Talented programs: 16 participating districts, Chess, Quiz Bowl Tournament, Youth Entrepreneur Showcase Business, Technology Fair, Stock Market Game, Project Fair
- ☒ HIPPY
- ☒ Low incidence handicapped (vision/hearing)
- ☒ Behavioral Intervention Consultant

VI. Anecdotal Reports

Please attach three or four descriptions of activities which demonstrate partnerships, agreements or creative ways that the co-op has assisted local districts. The co-op personnel may write the reports, or the descriptions may be written by local schools served by the co-op. These reports may also include letters sent to the co-op or evaluations of a co-op activity.

WDMESC and Harding STEM Center Partnership

Wilbur D. Mills ESC and Harding STEM Center partner to serve the schools in our cooperative area. Collaborative services include leadership meetings for both Math and Science, professional development opportunities related to MDC/LDC, Picture Book Science, state mandated testing, Engineering is Elementary, STEM activities, Computer Science, and state Science and Mathematics Content Modules. Specialists from WDMESC and Harding STEM Center volunteered to serve at the First Robotics Competition in Little Rock, Arkansas. Together the Specialists have helped coordinate Math and Science Nights as well as STEM Nights for area schools. Additional team efforts include providing support for priority schools and implementation of new state standards.

WDMESC Dyslexia Contacts Professional Learning Community

Wilbur D. Mills Education Service Cooperative Dyslexia Contacts Professional Learning Community in collaboration with Arkansas Department of Education was developed to support our member districts in their dyslexia needs. All of our districts participated in this opportunity. Each district selected a dyslexia contact to attend monthly sessions to collaborate in interventions, assessments, and data analysis. The focus this year has been to improve student learning and meet the needs of students with characteristics of dyslexia. Throughout these meetings we have discussed and provided training on administering, analyzing, and interpreting initial screeners and level II assessments. Also, we have collaborated on interventions for various areas of need to increase student learning. We believe that building capacity is crucial to providing appropriate learning experiences for all students.

WDMESC Literacy Leaders Professional Learning Community

Wilbur D. Mills Education Service Cooperative Literacy Leaders Professional Learning Community in collaboration with Arkansas Department of Education was developed to improve the teaching and learning practices in K-12 literacy. All of our member districts participated in this opportunity. Each district selected a literacy leader to attend monthly sessions to collaborate in literacy content, curriculum alignment, assessment, and instructional practices. The focus this year has been ACT Aspire, dyslexia, ELA standards, Computer Science standards, research-based instructional practices, and data collection with Student GPS. We believe that building capacity is crucial to providing appropriate learning experiences for all students.

WDMESC Math Leadership Council

The Wilbur D. Mills Education Service Cooperative Math Leadership Council in collaboration with Arkansas Department of Education was developed to improve the teaching and learning process in mathematics in K-12. All 17 of our districts were asked to participate along with our STEM center math specialist in this project. Districts selected math leader/s to attend monthly training/collaborating work sessions in math content, curriculum alignment, assessment and instructional process delivery. The WDMESC math specialist and STEM center math specialist developed math capacity in the local school districts through these work sessions. Dr. Linda Griffith (UCA) and Thomas Coy (ADE) were also asked to provide training during the year. Our focus this year has been on the Common Core State Standards, the Common Core Progressions, PARCC Testing and related resources, and *It's TIME: Themes and Imperatives*

WDMESC Science Leadership Council

The Wilbur D. Mills Education Service Cooperative Science Leadership Council in collaboration with Arkansas Department of Education was developed to improve the teaching and learning process in Science. In order to best address the implementation of the New Arkansas Science Standards and support grade appropriate issues, three groups have been created: K-4, 5-8, and 9-12. Grade bands K-4 and 5-8 met three times during the 2015-2016 school year. Dates have been set for each of the three grade bands to meet once each semester for the coming 2016-2017 school year. All 16 of our districts participated along with our co-op science specialist, the Harding STEM center science specialist, and Crowley's Ridge science specialist. Work sessions include examining the new science standards, curriculum alignment, instructional process, and collaborating to create lessons based on these new standards. The science specialist developed capacity in the local school districts through these work sessions. The focus this year has been on the New Arkansas Science Standards and the development of lessons to assist the K-2 teachers in our state. WDMESC participated in a state wide project of lesson development for literacy and science with integrated curriculum components. We believe that building capacity is crucial to providing appropriate learning experiences for all our students.

WDMESC Curriculum Directors' Professional Learning Community

The Wilbur D. Mills Education Service Cooperative Curriculum Directors' PLC in collaboration with Arkansas Department of Education was established to improve the teaching and learning process for all content areas and to assist with the dissemination of information regarding curricula choices and implementation. All 17 of our districts participate in this work. Each district designates staff to attend regular meetings held throughout the year. The meetings serve as a venue for ADE personnel to meet with district leaders to roll out new requirements, explain initiatives, rules, and implementation of curriculum. Other education experts are also invited to present at these meetings, as is appropriate. The PLC meetings provide opportunities for leaders to share and discuss with their colleagues from other districts. The leaders are able to go back to their district and share their enhanced knowledge and understanding. We believe that these PLC meetings are an opportunity to build capacity within our districts.

WDMESC Principals' Professional Learning Community

The Wilbur D. Mills Education Service Cooperative Principals' PLC in collaboration with Arkansas Department of Education was established to assist building leaders as they enable their teachers to increase and improve learning opportunities for their students. The regularly scheduled Principals' PLC meetings are designed to enhance the understanding of current educational initiatives for the principals in our region. Our goal is to provide explanation and clarification as well as implementation plans and strategies. Some of the meetings are designed for specific grade level bands such as PK-6 or 7-12; others are for PK-12 when appropriate. The

ADE staff often presents at our Principals' PLC meetings. Principals are given an opportunity to share with their colleagues across the region what is working well at their buildings. The round table discussions are very popular with the building leaders. The leaders then have a better capacity to lead their teachers in new or enhanced understandings.

VII. Employment Policies and Practices

Act 610 of 1999 requires that each educational service cooperative report the following information:

Employed

Number of new males employed by the cooperative for the 2015-2016 school year. For this number above, please provide the number in each of the following racial classifications:

1 White
1 African American 0 Hispanic
0 Asian
0 American Indian/Alaskan Native

Number of new females employed by the cooperative for the 2015-2016 school year. For this number above, please provide the number in each of the following racial classifications:

4 White
0 African American 0 Hispanic
0 Asian
0 American Indian/Alaskan Native

Terminated

Number of males terminated by the cooperative during the 2015-2016 school year. For this number above, please provide the number in each of the following racial classifications:

0 White
0 African American 0 Hispanic
0 Asian
0 American Indian/Alaskan Native

Number of females terminated by the cooperative during the 2015-2016 school year. For this number above, please provide the number in each of the following racial classifications:

0 White
0 African American 0 Hispanic
0 Asian
0 American Indian/Alaskan Native

Seeking Employment

Number of males seeking employment by the cooperative during the 2015-2016 school year. For this numbers above, please provide the number in each of the following racial classifications:

3 White
1 African American 0 Hispanic
0 Asian
0 American Indian/Alaskan Native

Number of females seeking employment by the cooperative during the 2015-2016 school year. For this number above, please provide the number in each of the following racial classifications:

25 White
1 African American 0 Hispanic
0 Asian
0 American Indian/Alaskan Native

Program: Accounting

Funding Source: Base Competitive Grant ____ Yes x No

__x Restricted ____ Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
Shawn Finley	Business Manager	HSD
Dana Jarrett	Assistant Bookkeeper	HSD

Goal:

To provide financial support to all programs and participating districts of the cooperative.

Program Summary:**2015-2016 State Funding Source**

General Operating \$142,300 Base Funding
\$408,618

Professional Development \$217,000 CGI \$45,000

APPEL \$0

Science Grant \$86,500 ADE Science

\$500,000

Technology Coordinator \$75,000 HIPPY

\$1,384,250

Literacy Specialist \$173,000 Math

Specialist \$86,500

Public School Health Services \$6,000

Early Childhood Special Education \$1,427,000

Early Childhood Special Education Extended School Year \$5,698 Carl Perkins

Coordinator \$50,000

Behavior Support Specialist \$105,000

JAG Specialist & Professional Development \$46,603 Gifted &

Talented Specialist \$28,000

Teacher Quality Grants \$0

2015-2016 Federal Funding Source

Carl Perkins Grant \$253,934

Early Childhood Special Education \$329,457

Educational Services for Visually Impaired Consultant \$107,000

ARMAC \$22,614

Medicaid \$175,000 Medicaid Admin \$18,219

MSP/Geometry Project \$0

Program: ADE/APSCN Student Applications Field Analyst

Funding Source: Arkansas Department of Education

Participating Districts: Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
"Bo" James A Carter III	APSCN Student Field Analyst	B.S. - Technology

Goal:

To provide end-user support to district student users of the SMS statewide student management system, Cognos reports, and to meet statewide guidelines.

Program Summary:

The Student Applications Field Analyst provides services to districts within Arkansas that utilize the SMS statewide student management system software. The software is used to store district, school, and student data. Student Management Systems Applications is computer software used primarily to process and maintain student records. The SunGard Pentamotion student management systems applications provided by APSCN include: Demographics, Attendance, Scheduling, Report Cards, Discipline and Medical. With the use of nine cycles yearly, districts electronically submit data to the ADE. The student field analyst provides districts with consulting and training workshops through meetings at the Cooperative, school visits, and communicating closely by email and telephone. Various trainings offered throughout the year include, but are not limited to, SMS Required Fields for State Reporting, New Personnel, Cognos Report Writing, Next Year Scheduling, and Year End Rollover.

Major Highlights of the Year:

Facilitate and implement eSchool trainings for new or existing users, along with implementation of eSchool Upgrades. Keep all districts updated with new changes and policies as APSCN sees fit.

Program: ADE Public School Program Advisor

Funding Source: Arkansas Department of Education

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
John Harris	School Program Advisor	MSE

Goal:

To facilitate school improvement efforts in local districts and schools.

1. Support/Assist local school districts in developing the district level Arkansas Comprehensive School Improvement Plan (ACSIP)
2. Provide Technical Assistance to local school district related to ACSIP
3. Support/Assist local school districts with schools in School Improvement Year 3 or beyond with their school improvement efforts
4. Support/Assist local school districts develop/implement systematic and sustainable school improvement
5. Support/Assist local school districts research, development, and/or the acquisition of additional resources related to their school improvement efforts (both internal and external)
6. Provide a broker of resources/point of contact between the local School District and the ADE related to the Statewide System of Support (SSOS)

Program Summary:

The Public School Program Advisors assist with all areas of the School Improvement Process (ACSIP), including the Federal Program application and approval process, providing assistance with regulations and laws, responding to technical assistance requests from districts and schools, disseminating information as requested, cooperating with and participating in professional organizations. In addition to these responsibilities, the supervisors conduct on-campus visits to assigned schools and monitor school programs.

Major Highlights of the Year:

Collaborating as a Facilitator and member of the State Specialty Team; Providing Technical Assistance as requested; Collaboratively working with LEA external providers working in the capacity of School Improvement Specialist, regional STEM, regional Cooperative Specialists, and various ADE Units.

Program: Arkansas Leadership Academy

Participating Districts: Assigned Districts

Satellite Office: Wilbur D. Mills Education Service Cooperative

Personnel:

Name	Position	Degree
Jerry Vaughn	Consultant	MSE

Goal:

To develop and sustain a cadre of leaders in public education in Arkansas through collaborative governance by Academy partners resulting in an expanded vision, statewide system change initiatives, synergy among stakeholders, and leadership development institutes.

Program Summary:

The Academy, through the use of research and best practices, designs creative and innovative approaches to establish learning communities in public schools by developing human resources and by modeling and advocating collaboration, support, shared decision making, team learning, risk taking, and problem solving. Partners commit to changing their organizations to support system improvement.

Program: Career and Technical Education

Funding Source: Carl D. Perkins Funding

Funding Amount: \$239,401 Competitive Grant ____ Yes ☒ No

☒ Restricted _____ Non-Restricted

Participating Districts:
Augusta, Bald Knob, Beebe, Bradford, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel:

Name	Position	Degree
Mary Roberts	CTE Coordinator	Bachelor
Marion Holleman	Assistant	Bachelor

Goal:
The goal of Career and Technical Education is to prepare students to enter the workforce or to enter into post-secondary education. It is our goal to train our teachers in the most current technology and bring that technology to our students so that we can best prepare them for the future ahead. We use our Perkins indicators as a guide to determine where to provide additional training for teachers and students.

Program Summary:
The coordinator for the Wilbur D. Mills Consortium is required to write the annual Perkins Grant and to expend the grant monies throughout the member districts. This is done through pre-approved projects in the grant. The coordinator is also responsible for handling the reports required by the program and the professional development as needed.

Major Highlights of the Year:
This year our consortia concentrated on Technical Skill Attainment and Literacy Skills. We started an intensive skill attainment program in 2012-13 school year that will be carried through the 2015-2016 school year. This project is centered on interim testing for all of our EOC tests. We also provided extensive training for MAX Teaching with our member districts. Both sets of scores have increased and we are no longer on the State Improvement Plan. We will, however, continue to work in both of the areas to maintain skill levels. We are in an improvement plan for nontraditional enrollment and nontraditional completion. We are working with the advisory council and the WIOA boards to help realign our programs to be more in line with industry needs.

Program: Consolidated Purchasing Services

Funding Source: Member Districts

Funding Amount: N/A

Participating Districts:

Augusta, Beebe, Bald Knob, Bradford, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel:

Name	Position	Degree
Jeff Williams	Director	MSE + Admin. Certificate
Teresa Lee	Administrative Assistant	HSD

Goal:

The goal of Consolidated Purchasing Service is to save money for member schools, to provide a convenience, and a time-saver for member districts.

Program Summary:

The WDMESC seeks bids on instructional materials (including duplicator paper) to provide member districts with savings on the materials they would have to order from other sources.

Major Highlights of the Year:

15 member districts participated in the program and placed purchase orders to the successfully bidding vendors in the amount of \$215,000.00.

Program: Director's Office Administration

Funding Source: Base Funds Competitive Grant yes X No

 Restricted X Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Jeff Williams	Director	MSE +
Shawn Finley	Business Manager	HSD
Dana Jarrett	Assistant Bookkeeper	HSD

Program Summary:

The director has general supervisory responsibility for all cooperative programs. He is responsible to the governing board for recommendations on personnel, programs, and operations. He is specifically charged with leading the Cooperative staff to accomplish goals and to meet the program and service expectations of all funding agencies and stakeholders. He serves as a liaison for member districts to the Department for Education, the State Board of Education, the legislature, and other policy making agencies.

Both the director and business manager are bonded representatives with fiduciary responsibility for receiving and expending all funds. Because the Arkansas Public School Network (APSCN) accounting system is required of all state education agencies and because that system loosely fits such agencies as cooperatives where funding comes from many and varied sources, the bookkeeping procedures are complicated. The result is that much attention is paid to internal fiscal control. Each cooperative program coordinator is responsible for that program budget and is required to maintain a program account consistent with the APSCN coding procedures established by the central office and to work closely with the director and business manager in all fiscal decisions.

Program: 2015-2016 Early Childhood Special Education Program

Funding Source: Federal & State Funding

Funding Amount: \$1,203,545

☒ Restricted Funding Competitive Grant ☐ Yes ☒ No

Participating Districts:

Augusta, Bald Knob, Bradford, Cabot, Carlisle, Des Arc, Hazen/DeValls Bluff, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, and White County Central

Personnel:

Name	Position	Degree
Stephanie Heidelberg	EC Coordinator	MSE
Carla Barnwell	Medicaid/eSchool Assistant	HSD
Kristina Hinesly	Administrative Assistant	HSD
Katie Houchin	Behavior Consultant	BSE
Fabiola Amburgy	Behavior Consultant	BSE
Johnnie Cook	Intake Coordinator	BS
Kerry Guyot	Speech Pathologist	MSE
Jamee Wawak	Speech Pathologist	MSE
Wendy Clark	Speech Pathologist	MSE
Shannon Singer	Speech Pathologist	MSE
Kristy Poe	Speech Pathologist	MSE
Leslie Barry	Speech Pathologist	MSE
Connie Muncy	ECSE Teacher	MSE
Tateyanna Alderson	ECSE Teacher	BSE
Tammy Hicks	ECSE Teacher	MSE
Juanita Lynn	ECSE Teacher	MSE
Crystal Weatherford	ECSE Teacher	BSE
Robin Hall	ECSE Teacher	MSE
Ashley Pike	ECSE Programmer	BSE
Amy Gerlach	ECSE Programmer	MSE
Robyn Berner	ECSE Programmer	BSE
Lindsay Bostic	ECSE Programmer	MSE
Krista Summers	School Psychology Specialist	MSE
Joy Vest	School Psychology Specialist	MSE
Lauren McCoy	School Psychology Specialist	MSE
Raye Davis	School Psychology Specialist	MSE

Sarah Dunlap	School Psychology Specialist	MSE
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Goal: The goal of the Early Childhood Special Education Program is to identify and serve children with disabilities, ages 3 through 5, by providing developmental special education services, speech therapy, and related services such as occupational and/or physical therapy.

Program Summary:

Through the Early Childhood Special Education Program, children who may demonstrate potential developmental delays that would adversely affect their learning are located, identified, evaluated, and, if eligible, provided special education services. The following services are available: Developmental Special Education Services, speech/language therapy, and related services in occupational therapy, and/or physical therapy.

Behavior Intervention Consultation services are provided to assure that children ages 3 through 5 in need of behavioral interventions are properly identified and receive the necessary services and supports. The consultants work with Early Childhood teachers in ABC, Pre-K, Head Start, and Day Care programs to develop behavior interventions for students who are eligible for special education services for developmental delays in the area of Social/Emotional Development.

Once a child is referred to the program, that child is screened in the areas of vision, hearing, motor, cognition, self-help, social/emotional, and communication. If the screening process identifies a potential delay, a Special Education Referral is completed to determine if evaluations may be made. When the evaluation process is completed and it is determined that a child is eligible for Special Education Services, an IEP is developed to address the deficit area(s). A review of the child's progress, educational placement, and IEP is held annually.

The Early Childhood Special Education Program works closely with ABC, Pre-K, Day Cares, and Head Start programs as well as with parents in the White, Woodruff, Prairie, and Leno counties in order to meet the individual special education needs of their children.

Major Highlights of the Year:

Through the Child Find process, the following numbers were compiled:

- 357 December 1 Child Find Count 1342
Children were screened
- 443 Children were given comprehensive evaluations

Professional Development Trainings:

2016 Transition Process; Special Education Administrators' Academy Fall 2015 Conference; ASEP Fall Conference-Pocket Full of Posies; ASPA Fall Conference for School Psychology Specialist; AR Department of Education Data Conference; RETHINK; IDEA Early Childhood Review of Regulations; Suicide Awareness; ARMAC; 2016 Annual Review Process & Procedures; ARMEA 2016 Annual Conference; ADESE: Creating Effective Standard Based IEP's; 2015 AASEA Special Education Conference; PEAK Autism Conference; Anxiety Disorder In Children; Future Horizons Conference; Bilingual Basics & SLP's; Sign Language; PECS Training; EC Outcomes; Annual Review Process; CLASS; SEAS; Incidental Teaching; eSchool; Sensory Integration: Beyond the Basics; Positive Behavioral Interventions for Students with ASD and/or ADHD; Tier I Update & Legislative Update; Understanding &

Implementing

Effective Strategies with Students with Mental Health Needs; Classroom Management, Effective Instruction, & Student Motivation; Referral to Eligibility; Side Effects! Medical Diagnosis that Impact Learning; Grammar Boot Camp, Syntactic Forms & Functions for SLP's; Executive Function Dysfunction.

Funding Source: Arkansas Department of Education

Competitive Grant Yes x No

Restricted x Non-Restricted

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Name	Position	Degree
Sandra Roe	GT Specialist	Bachelor of Science in Art Ed. (Pre K-12), Endorsement in Gifted Ed (K-12), and Teaching English as a Second Language (Pre K-12), Masters in Art Ed, Curriculum Admin. (K-12), and Building Level Admin. (K-12), and National Board Certified Teacher

One of the main goals for the Gifted and Talented specialist at Wilbur D. Mills Education Service Cooperative is to provide quality educational opportunities and sessions for students. Some of the other goals of the Gifted and Talented Specialist are as follows: Assist member districts to meet the program standards for Gifted and Talented Education and Advanced Placement, provide quality resources, serve as a liaison with the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement, work with parent and professional organizations including other public and private agencies, work with the district coordinators to promote gifted education through public awareness and advocacy, support coordinators in program options, and provide districts with current research, trends, and instructional strategies.

This year the GT specialist has assisted schools with onsite support of their GT programs, with the program application process, and with writing policies needed to be in compliance. We also hosted GT coordinators meetings for support and strategies to assist them in their local GT programs. In addition, we provided the following student activities: Project Fair for 4-6th grade, Elementary Quiz Bowl, 3rd-12th grade, fall and spring Chess tournaments, Youth Entrepreneur Showcase Business Plan Competition, and Technology Fair. We provided classroom presentations for Stock Market Game, planning and writing business plans, and art. The GT specialist provided workshops on differentiation, the effects of poverty, mentoring, secondary

content certification, and TESS support. Furthermore, time was spent securing andoverseeing Pre-AP trainings required for certification.

Major Highlights of the Year:

Six districts in the Wilbur D. Mills Education Service Cooperative (WDMESC) were monitored by the ADE this school year. Prior to the Technical Assistance Visit made by the ADE, the WDMESC GT Specialist provided in-district support. Each district was found to be in compliance with state standards for Gifted and Talented programs. We offered and hosted our first technology fair this year and found it to be very successful and plan to continue in the future. In addition, the GT Specialist offered and presented for the first time a workshop for students on planning and writing a business plan. This led to 2 teams placing and winning at the state level. This will also be offered to all participating districts in the future.

Program: English for Speakers of Other Languages(ESOL)

Funding Source: Arkansas Department of Education

Funding Amount: Base Funds _____ Competitive Grant____Yes x____ No
____Restricted ____x Non-Restricted

Participating Districts:
Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel:

Name	Position	Degree
Sandra Roe	ESOL Specialist	Bachelor of Science in Art Ed. (Pre K-12), Endorsement in Gifted Ed (K-12), and Teaching English as a Second Language (Pre K-12), Masters in Art Ed, Curriculum Admin. (K-12), and Building Level Admin. (K-12), and National Board Certified Teacher

Goals:
One of the main goals for the English for Speakers of Other Languages (ESOL) Specialist at Wilbur D. Mills Education Service Cooperative is to provide quality educational opportunities for students. Some of the other goals of the ESOL Specialist are as follows: Assist member districts to ensure compliance with the Arkansas Department of Education ESOL program guide, and the office of Civil Rights and Department of Justice obligations, provide quality resources, serve as a liaison with the Arkansas Department of Education Office Division of Learning Services (ESOL), work with parent and professional organizations including other public and private agencies, work with the district coordinators to promote public awareness and advocacy, support coordinators in program options, and provide districts with current research, trends, and instructional strategies appropriate for varying levels of English Language Learners (ELL).

Program Summary:
This year was the first year for WDMESC to provide an ESOL Specialist to assist schools with support of their ESOL programs. There were quarterly coordinators’ meetings held at WDMESC. These meetings were also available via Zoom for those districts unable to attend. These meetings were used to support districts in the new handbook published by the ADE, host webinars with the ADE, and to share strategies and opportunities available to assist them in their local programs. The WDMESC Specialist attended several professional development opportunities this year. With that in mind, WDMESC plans to offer sessions in the future for coordinators, teachers, and paraprofessionals around strategies and best practice for our English Language Learners.

Major Highlights of the Year:

The ESOL Coordinator participated in a blended learning experience concerning Sheltered Instruction Observation Protocol with Bald Knob Public Schools. This course was very challenging and working with the Bald Knob staff allowed for great collaborative conversations. The ESOL Coordinator also attended the sheltered instruction presentation by Paula Johnson at the AEA conference. WDMESC has seen an increase in the number of districts participating in PLC's (Professional Learning Communities) meetings. This is partially due to having an assigned person working with each PLC on a regular basis. New requirements received from ADE has also been a factor. Because of the increase of correspondence with districts, we have seen an increase in the rapport among ESOL Coordinators from district to district as well as the cooperative increased relationship with district coordinators has brought growth increase in the levels of support in specific areas such as handbooks, highly effective instructional strategies, and development and implementation of program options.

Program: HIPPY (Home Instruction Program for Preschool Youngsters)**Funding Source:** Arkansas Better Chance**Funding Amount:** \$ 1,384,250

Competitive Grant ___ Yes X ___ No

___X___ Restricted ___ Non-Restricted

Participating Districts:

Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
Kelley Smith	Program Coordinator	MSE
Rhonda Betzner	Field Coordinator	MSE
Ginger Bridges	Field Coordinator	BSE
Sherry Evans	Field Coordinator	BSE
Colleen Jobe	Field Coordinator	MSE
Debbi Fletcher	Secretary	HSD
Wendy Spann	Intake Coordinator	BS
Dana Jarrett	Bookkeeper	Some College

Goal:

The goal of the Wilbur D. Mills Education Service Cooperative HIPPY Program is to reach families in their familiar surroundings, empower parents in the educational role as their child's first teacher, assist the caregivers in better preparing their children for success in school, and serve as a liaison between the home and the public schools.

Program Summary:

The WDMESC HIPPY Program served 878 students, ages 3, 4, and 5, within the fourteen (14) school districts during the 2015-16 program year. The staff of the WDMESC HIPPY Program and the staff of thirty-two (32) home-based educators from the school districts administered the Brigance Developmental Screening to each child three times a year and role-played HIPPY curriculum each week to the caregiver. The staff also assisted each family in acquiring the documentation necessary for the child to successfully transition into school. This documentation included information such as birth certificate, social security cards, immunization records, and current well child check-ups. The staff also entered each family and child into the ABC data system, COPA, which tracks family information and weekly home visits. Monthly group meetings were held for HIPPY children and families in each school district. Weekly staff trainings led by the field coordinators were held at 5 HIPPY sites to provide home-based educators the skills to effectively instruct and support parents.

Major Highlights of the Year:

The WDMESC HIPPY Program had a successful audit with the AR Division of Child Care and Early Childhood Education with complimentary findings. Arkansas HIPPY audited each field office, also with

complimentary results. Wilbur Mills HIPPY was awarded the HIPPY Certificate of Accreditation from HIPPY USA. This is a quality assurance standard accreditation through the HIPPY Excellence Program. It is the highest award available.

Program: Literacy

Funding Source: Arkansas Department of Education
Learning Services Division, K-12 Literacy Unit

Funding Amount: \$173,000 Competitive Grant ☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
Tiffany Henderson	Literacy K-12	Early Childhood, BSE; Curriculum Program Administrator; Reading Specialist P-12; Educational Leadership P-8.
Greg Moore	Literacy/Science	Bachelor in Education

Goals:

1. To assist all participating education institutions in meeting the goals and standards established by the Arkansas Department of Education and the Common Core State Standards.
2. Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to districts in School Improvement in the form of:
 - a. Supporting the School Improvement Process
 - b. Analyzing data (Student Achievement, Perceptual, and Demographic)
 - c. Planning for and providing Professional Development
 - d. Monitoring and Planning for Core instruction
 - e. Providing Instructional coaching and/or assisting District Instructional coaches
 - f. Supporting and/or Monitoring District RtI (Response to Intervention) Plan
 - g. Using CWT (Classroom Walk Through) or District Observation Protocols
 - h. Collecting and Analyzing data from CWTs with District Leadership Teams
 - i. Identifying, Implementing, Monitoring, and Reflecting on the District's plan of action
 - j. Provide support for districts in their efforts to close the achievement gap
 - k. Celebrating Success
3. Continue to collaborate with the Arkansas Department of Education during Unit meetings and other opportunities as they arise.
4. Continue to collaborate with the Harding Center for Math and Science Education STEM personnel.
5. Providing training and ongoing support in RtI (Response to Intervention) to administrators, Instructional coaches, and teachers.

6. Provide dyslexia training and support to schools in cooperation with the Arkansas Department of Education in accordance to Arkansas law.
7. Provide quality professional development and ongoing support in the Literacy Design Collaborative (LDC).
8. Provide quality professional development and ongoing support in Comprehensive Literacy to all K-12 teachers, Instructional coaches, and administrators as they implement the Common Core State Standards.
9. Provide quality professional development and ongoing support in Instructional coaching to all Instructional coaches.
10. Provide professional development in SIM CER (Strategic Instruction Model Content Enhancement Routines) to teachers, Instructional coaches, special education teachers, and administrators.
11. Provide quality professional development in best practices and research based strategies to all teachers, Instructional coaches, and administrators as they implement the Common Core State Standards.
12. Provide quality professional development in Disciplinary Literacy to all content-area teachers, Instructional coaches, and administrators as they implement their respective content standards.
13. Provide TESS (Teacher Excellence and Support System) support to administrators, Instructional coaches, and teachers.

Professional Development Program Summary:

1. Comprehensive Literacy is a professional development program designed for teachers and Instructional coaches in the English Language Arts. Modules are differentiated by grade-level bands and includes grades K-1; 2-3; 4-5; and 6-12.
2. Disciplinary Literacy is a professional development program designed for Science and Social Studies teachers in grades 4-8 and 9-12 to integrate specific, research-based literacy strategies aligned to the Common Core State Standards for science and social studies.
3. K-12 Instructional coaching is professional development designed to support Instructional coaches in Arkansas schools through embedded professional learning.
4. The Literacy Design Collaborative (LDC) is a professional development in partnership with the Arkansas Department of Education (ADE). It is in support of the Common Core State Standards. Content teachers and English Language Arts teachers collaborate to plan, develop, and implement units (modules) designed to support literacy across the curriculum.
5. Strategic Instruction Model Content Enhancement Routines (SIM CER) is a professional development for regular education teachers, special education teachers, and ELL (English Language Learners) teachers and is designed to enhance content through the use of various instructional routines (strategies).

Major Highlights of the 2015-2016 School Year:

- The Literacy Department received training in the following areas:
- Literacy Design Collaborative (LDC)
- ACT Aspire Assessment
- Dyslexia
- Level II Assessments
- Word Study/Vocabulary
- Disciplinary Literacy
- Informational reading and writing
- Narrative reading and writing
- Response to Intervention (RtI)

- Literacy Research
- Instructional coaching
- Adult learning theory
- Curriculum alignment
- Phonics
- Comprehensive Literacy
- Overview of the Arkansas standards in History
- Overview of the Arkansas standards in Computer science
- Copyright law
- Technology
- Suicide awareness and prevention
- Conducting and leading a professional book study
- Differentiation
- TESS (Teacher Excellence and Support System)
- Argument Writing
- Student GPS Dashboards

The Literacy Specialists met regularly with the Arkansas Department of Education and other education service cooperative specialists during Unit meetings. Literacy Unit Meetings are scheduled for all state literacy specialists to convene as a professional learning community. The purpose of this time together is to collaborate and brainstorm, share ideas and successes, and receive professional development that is data-driven to impact student achievement. Training of trainers in Comprehensive Literacy, Dyslexia, Assessments, Disciplinary Literacy, LDC (Literacy Design Collaborative), and other state level trainings have taken place over the past year.

From June 2015 through May 2016, the Literacy Department provided 286 hours of professional development at the co-op and on-site at various districts.

The Literacy Department supported schools in a variety of ways, including:

- On-site professional development
- Demonstration lessons with students
- Dyslexia training and support
- RtI (Response to Intervention) support
- Instructional coaching and support
- Monthly Literacy Leaders Meetings
- Team Meetings/Professional Learning Communities
- Data Analysis
- Classroom Instruction Observations and Feedback
- District Leadership Team Meetings for School Improvement
- Lesson Planning
- Curriculum alignment
- ACT Aspire training
- SIM CER (Strategic Instruction Model Content Enhancement Routines) training and support
- LDC (Literacy Design Collaborative) training and support
- Level II Assessment training and support
- DIBELS training and support

- DRA training and support
- DSA training and support
- Literacy strategies for the content (Science, Social Studies, CTE)

Literacy Future Plans

Professional development and on-site classroom support will continue. This will include targeted professional development, demonstration lessons with students, and other support as requested by the district or classroom teacher. A major focus will include dyslexia training and support as well as the Common Core State Standards. Support for RtI (Response to Intervention) will continue throughout the upcoming school year. Literacy specialists will also coordinate with School Improvement Advisors to analyze data and formulate a future plan of action.

Additionally, Literacy specialists will serve on ADE Core teams to develop future professional development offerings to Arkansas teachers statewide. Literacy specialists will also work with content-area teachers to assist them as they incorporate reading and writing into their classroom instruction. SIM CER professional development will expand to include more schools throughout the service area. Professional development offerings utilizing online/blended learning are tentatively scheduled for Fall 2016, for the purposes of sustaining the work conducted through the summer and allowing for real-time, job-embedded professional learning and support.

Summer 2016 professional development offerings are listed below, and are **not** reflective of on-site professional development at specific schools.

Summer 2016 professional development offerings

June 2	Literacy Design Collaborative, Day 1
June 3	Literacy Design Collaborative, Day 2
June 13	Word Study and Vocabulary Instruction
June 23	Disciplinary Literacy in History
June 27	K-1 Phonemic Awareness and Phonics
June 28	Grades 2-3 Phonics and Word Study
June 29	Grades 4-5 Phonics and Word Study
June 29	Differentiation at the Middle and High School levels
June 30	Multisensory Interventions
July 6	K-1 Shared Reading and Small Group Reading
July 7	Formative Assessment
July 7	Grades 2-3 Reading Workshop
July 8	Grades 4-5 Reading Workshop
July 11	K-4 Institute, Day 1
July 12	K-4 Institute, Day 2
July 13	K-4 Institute, Day 3
July 13	Reading and Writing Narrative Text, Day 1
July 14	Reading and Writing Narrative Text, Day 2
July 14	Six-Traits Writing
July 18	K-1 Writing Instruction
July 19	Grades 2-3 Writing Instruction
July 19	Reading and Writing Informational Text, Day 1
July 20	Grades 4-5 Writing Instruction
July 20	Reading and Writing Informational Text, Day 2
July 21	K-12 Screeners/DIBELS refresher

July 25	Disciplinary Literacy in Science
August 1	Dyslexia refresher
August 4	Strategic Instruction Model (SIM) Overview: Content Enhancement Routines (CER)

Program: ESVI

Funding Source: Arkansas Department of Education

Funding Amount: Competitive Grant ___ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
Diane Quick	ESVI Consultant	MSE Special Education pre-K-12, MSE Vision Specialist Pre-K-12, BSE Elementary K-6, BSE Early Childhood, Certified Orientation and Mobility Specialist

Goal: To provide consultation, direct support services for students who are blind or visually impaired. Services are available to the students, teachers, administrators, staff, and parents to enable the student to be successful in the classroom.

Program Summary: Assessment and Evaluation

1. Conduct Learning Media Assessments as required by law, Functional Vision Assessments, Braille Assessments, Orientation and Mobility (O&M) evaluations, Cortical Vision Impairment Assessments, and participate in team assessments for students with moderate to severe cognitive disabilities.
2. Provide assessment information on the needs and strengths of the student and an estimate of the length and frequency of service necessary to meet identified needs.
3. Interpret eye medical reports for district staff, parents and centers as to how the eye conditions relate to educational environments.
4. Contribute to the development of the IEP with information related to goals, modifications, adaptations, and learning styles.
5. Recommend appropriate specialized evaluations as needed, such as low vision, orientation and mobility and adaptive technology.
6. Consult with diagnosticians, OT's, PT's, SLP's, classroom teachers, students, and parents concerning appropriate evaluations, modifications, and adaptations.
7. Provide referral procedures to appropriate personnel.
8. Provide consultation and support services to parents, regular and special education teachers, other school personnel and students' sighted peers.

9. Confer with parents, classroom teachers, physical education teachers, physical therapists, and other school personnel to assist in home and classroom modifications to ensure reinforcement of appropriate O&M skills that will encourage the visually impaired student to travel independently in these settings.
10. Work with the district Certified Teacher of Visually Impaired, if one is available, to conduct the Functional Vision Assessment as it relates to independent travel.
11. Consult with school personnel concerning the student's progress.

Appropriate Learning Environment

1. Assist in determining classroom equipment and materials necessary for the student with visual impairments (braillewriter, low vision devices, necessary room modifications and lighting modifications)
2. Assist in determining technology needs and appropriate devices that will enable students with visual impairments be successful with the school curriculum
3. Provide the classroom teacher with information regarding the specialized strategies needed for students with visual impairments to access the general curriculum and to participate in the school community
4. Consult with school personnel to provide information to incorporate the expanded core curriculum (for example: social interaction skills, independent living skills, recreation and leisure skills, and self-determination) into the entire instructional setting
5. Provide information and resources for modified materials
6. Review, evaluate and monitor all media requests for Braille textbooks, large print textbooks and tactual symbols as appropriate for each child
7. Recommend appropriate media based on results of the Learning Media Assessment and Function Vision Assessment

Direct Orientation and Mobility Instruction

O&M includes teaching the student who is blind or visually impaired the systematic techniques that will enable them to travel safely and efficiently on their school campuses, in their homes and in their communities. This includes instruction in the following areas

- Gross motor skills
- Concept development
- Visual efficiency skills (with and without low vision devices)
- Pre-cane skills
- Cane skills
- Map skills
- Outdoor Travel Skills
- Residential
- Semi-business
- Business

Support Services

- Maintain lending library of educational materials for distribution and loan to school districts
- Provide materials and equipment for demonstration and hands on use by students in order to evaluate their effectiveness before consideration of purchase by school district
- Provide information and resources in the areas of:

- Braille reading and writing
- Low vision devices
- Abacus
- Typing/keyboarding
- Adaptive devices (e.g., computers, note takers, digital recorders, video magnification systems)
- Listening skills
- Visual efficiency
- Concept development
- Daily living/self-help skills
- Career readiness
- Leisure and recreation skills
- Social skills
- Organizational and study skills
- Self-advocacy
- Provide assistance to students with visual impairments in understanding their attitudes and those of others concerning their visual impairment
- Promote social integration and interaction with peers
- Provide training and support to parents of students with visual impairments to enhance their children's independence
- Provide the teachers, staff, and family of students with visual impairment with information regarding their individual needs, methodology, and strategies
- Provide in-service training to regular and special education personnel, administrative personnel, sighted peers, and parents concerning the O&M needs of the student and appropriate methods for interacting with the VI student so as to foster maximum independence and safety
- Provide in-service training to regular and special education personnel, administrative personnel, sighted peers, and parents regarding low vision and blindness and its impact on the student
- Participate with other school personnel and agencies to secure job-related experiences for students
- Participate in transition planning
- Provide assistance to the students with visual impairments in understanding their attitudes and those of others concerning their visual impairments
- Emphasize social integration with peers and provide opportunities for interaction

Major Highlights of the Year:

- Conducted 38 Learning Media, Functional Vision, Orientation and Mobility Assessments
- Consulted with teachers, staff, and parents 243 times
- Conducted 36 Orientation and Mobility Lessons

___X Restricted _____Non-Restricted

Augusta, Beebe, Bald Knob, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, North Pulaski, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Name	Position	Degree
Pam Allen	Instructional Specialist (Mathematics)	MSE

- Support and base decisions on the standards set forth by and outlined in the Arkansas Mathematics Frameworks
- Collaborate with and/or provide technical assistance to District Leadership Teams, giving priority to districts in School Improvement
- Collaborate with the Arkansas Department of Education during Unit meetings, Regional meetings, and other opportunities as they arise
- Collaborate with the Harding Center for Math and Science Education STEM personnel in preparing professional development and supporting WDMESC districts
- Support, empower, and build capacity with District Leaders and Instructional Facilitators
- Provide quality professional development in Mathematics to teachers, Instructional Facilitators, and Administrators as they transition to the Arkansas Mathematics Frameworks
- Pursue Leadership Training in Cognitively Guided Instruction (TOT) through the Arkansas Department of Education
- Promote Arkansas IDEAS and Arkansas iTunesU to District Leaders, Instructional Facilitators, teachers, and other support staff throughout the Wilbur D. Mills Education Service Cooperative

Wilbur D. Mills Education Service Cooperative, in partnership with the Arkansas Department of Education, administers the Mathematics' Program for grades K-12, established by Act 1392 of 1999 for the improvement of mathematics' instruction throughout Arkansas. Assistance is provided to schools through professional learning programs, demonstration lessons, teacher observations, technical assistance, and teacher/administrator conferences in order to improve the teaching and learning of Mathematics through increased content understanding and improved instructional strategies across the curriculum. Professional learning opportunities

offered in 2015-2016 included:

- **Cognitively Guided Instruction (CGI):** This statewide initiative utilizes a research-based framework designed around how elementary school children learn concepts of number, operations, and early Algebra. The goal of this training is for teachers to learn how to utilize this framework to inform their mathematics instruction. Teachers learn to analyze and write mathematically demanding story problems and equations in order to assess and further students' understanding of concepts and skills. Attention is also focused on how to recognize student responses in terms of cognitive development, facilitate discussions that will provide a window into children's thinking, strengthen children's ability to reason about arithmetic, and build students' capacity for algebraic reasoning. The Instructional Specialist is currently leading and/or hosting 8 CGI Years 1, 2, or 3 with a maximum of 30 participants per session.
- **Arkansas Math Standards** is a continually evolving professional development being designed to help districts understand the standards and how they will impact mathematical teaching and learning in the classroom for both teachers and students.
- **Math Coaches' Training:** The focus of this training for math coaches/instructional facilitators/specialists consists of both content and pedagogy for mathematics education. Emphasis is placed on the Arkansas Math Standards, instructional strategies, utilizing manipulatives in order to build conceptual understanding, and authentic assessments. An underlying theme for the 2015-16 school year has been Response to Intervention. Training and support has also focused on ACT Aspire and corresponding resources, using Google apps in instruction, and the new Computer Science Frameworks.
- **CGI Leadership Institutes (Cohort A and B):** The Instructional Specialist has recently completed the CGI Leadership Institute and is an ADE-Endorsed CGI Trainer for Year 1, 2, and 3 and is responsible for all logistics and management of the budget and funds for both cohorts of trainers. There are currently 57 participants from around the state involved in these cohorts. Cohort A is currently able to train CGI years 1, 2 and 3. Cohort B is able to train CGI years 1 and 2.
- **Content Specific PD** has included Number Talks, Fact Fluency, Area, Surface Area, and Volume, and Geometry

Major Highlights of the Year:

The Mathematics Department has assisted schools in a variety of ways including:

- Implementation of the Arkansas Math Standards
- Cognitively Guided Instruction
- Instructional Facilitator Support
- Team Meetings/Professional Learning Communities Support
- Classroom Observations
- Support for district Leadership Teams
- Lesson Planning Support/Demonstration Lessons
- ACSIP Planning
- Data Analysis of summative and formative assessments

The Instructional Specialist coordinated a Mini-Conference at the Arkansas Curriculum Conference in November 2015. One hundred teachers across the state registered for this mini-conference. The focus was Cognitively Guided Instruction. There were 16 sessions and a luncheon. Luncheon speaker was researcher and author Dr. Linda Levi.

The Instructional Specialist served on the Standards Revision Committee for the Arkansas Department of Education for the initial committee meetings in October and for the final revision committee meeting in March.

The Instructional Specialist served as a volunteer at the First Robotics Competition held in Little Rock in March 2015 and at the WDMESC Chess Tournament in April 2016 where approximately 250 students attended.

Professional Development Received This Year:

Math Unit meetings are organized so that K-12 Mathematics Specialists from all cooperatives and STEM centers convene on a regular basis as a professional learning community.

Mathematics specialists receive professional development that is current, research based, and data driven. The meetings also provide time for mathematics specialists to set goals, create and organize statewide PD, and assess impact on existing programs.

Additional Training Included:

- CGI Leadership Institute (TOT for Years 1, 2, and 3)
- Technology – using and implementing technology in PD (Blended learning)(ZOOM, Moodle, Google)
- Dyslexia
- RTI
- Suicide Awareness
- Arkansas Math Standards
- Arkansas Science Standards
- Arkansas Computer Science Standards
- Growth vs. Fixed Mindset

Statistics:

- Provided over 400 hours of Professional Development.
- Almost 1400 participants from around the state and within the WDMESC area have participated in PD delivered by the Instructional Specialist.
- Over 100 classrooms have been visited during the 2015-16 school year.

Program: Media

Funding source: Base

Funding Amount: \$23,300 **Competitive Grant** _ Yes X No

_____ Restricted ____x Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White Co. Central

Personnel:

Name	Position	Degree
Leasha Hayes	Teacher Center Coordinator	M.Ed. Admin.
Angela Price	Teacher Center Assistant	HSD
Deborah Fletcher	Media Clerk	HSD
Robbie Finch	Media Van Driver	HSD

Goal:

To improve student achievement by providing appropriate instructional materials and prompt friendly service to all educators in the cooperative area.

Program Summary:

Provide professional development programs including videos, facilitator guides, training materials, audio tapes, books, instructional packets, and other printed materials to use for staff development. Provide educational videos and Big Books for Teachers.

The STEM Center kits from Harding University are available for check out to teachers in our cooperative districts.

Ellison Die cutting and laminating services are provided for teachers. The media van makes weekly deliveries to all 62 school buildings in the WDMESC area.

The Media Center has an online check-out system. Teachers, administrators and school staff will be able to view the catalog online, check out, and reserve materials in advance through the website. The media van will deliver to, and pick up from, the schools the materials provided by the media center.

Program: Medicaid Services

Funding source: Assigned Districts

Participating Districts:

Riverview, White County Central, Sunshine School (Searcy), WDMESC Early Childhood

Personnel:

Name	Position	Degree
Carla Barnwell	Medicaid Clerk	N/A

Goal:

The goal of the WDMESC Medicaid Services program is to provide timely filings of Medicaid eligible claims for reimbursement on services rendered by our member school districts in hearing, vision, child health services, early and period screening, diagnosis and treatment, speech, physical and occupational therapy.

Program Summary:

The Medicaid program is a state operated program to provide reimbursement for services for low income and the medically needy. In the case of school districts, the program affects children who are being serviced through the school districts for hearing or vision, EPSFDT screening, diagnosis and treatment, speech, physical or occupational therapy services and who have met all requirements to be eligible for the Medicaid Program. The school districts submit to the co-op records, which consist of the completed IEP, physician referral, reports, history, and evaluations for each eligible student. After all files are received, the co-op sends a prescription to the child's primary care physician for his/her signature. This prescription is then put in the child's folder.

The co-op then submits each claim electronically to EDS for payment by the AR Medicaid Program. The co-op sends each participating school districts' reimbursement to the district when received. At the end of each quarter the school district is invoiced for 10% administrative fees to cover administrative expenses. The remaining 90% is deposited into a federal account by each school district and spent within one year on Special Education Services.

Major Highlights of the Year:

The WDMESC served 4 schools this year. The program was successful in getting Medicaid funds for our districts.

Program: Arkansas Novice Teacher Mentoring System

Funding Source: Arkansas Department of Education

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central, Jacksonville

Personnel:

Name	Position	Degree
Sandy Roe	WDMESC Specialist	Masters + 30
Nanette Nichols	WDMESC Specialist	Masters + 30

Goal:

- Become familiar with the Framework for Teaching (FfT)
- Become familiar with the relationship between Novice Teacher Mentoring System and TESS (Teacher Effectiveness Support System)
- Use the Novice Teacher Mentoring System Orientation Guide
- Know and be able to implement mentor responsibilities
- Navigate a mentoring module
- Identify effective coaching techniques for use in the mentoring process

Program Summary:

The GT Specialist and Science Specialist provided professional development for new Novice Teacher Mentors and support for previously trained mentors during the 2015-2016 school year. During this time, both mentors and their project directors were kept informed of pertinent changes to the system and provided support as needed for BloomBoard. Those who previously attended the professional development (2015-2016) for Novice Teacher Mentors will be required to watch a video prepared by the Arkansas Department of Education that will provide updated information on the changes that are taking place for the 2016-17 school year. This training will provide mentors with the information and knowledge needed to mentor a novice teacher during the ensuing school year.

New mentor training will provide mentors with an understanding of the elements of the new mentoring process and how to utilize BloomBoard for information gathering and reporting. The goal of mentoring is to provide continuous professional growth for the novice teacher. Mentors assist the novice teacher in the implementation of the goals in the Professional Growth Plan, (which is developed by the novice teacher and his or her administrator), the identification and celebration of strength areas, procurement of resources (both human and material), and identification of professional development opportunities. The cooperative will continue to support participating districts in creating and sustaining a successful mentoring program for new teachers in the profession.

Major Highlights of the Year:

Novice Teacher Mentoring Professional Development Session – August 3, 2015

Program: School Health Services

Funding source: Arkansas Master Tobacco Settlement

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, and White County Central

Personnel:

Name	Position	Degree
Becky Lamb, RN	WDMESC Community Health Nurse Specialist	Associate Degree Nursing; BSE Health Education; Certificate in Public Health

Goal:

Provide schools with assistance and resources that will improve student health.

Program Summary:

- **Provide technical assistance to area schools to:**
 - Adopt tobacco-free policies and implement best practices for tobacco prevention and cessation.
 - Adopt policies promoting and implementing best practices for nutrition, physical activity, Coordinated School Health, and emerging public health issues.
 - Establish school wellness committees and fulfill state and federal mandates.
 - Inform communities of school health issues and current public health policy.
- **Provide education and training to:**
 - Certify school nurses to conduct mandated health screenings.
 - Provide school nurses with professional continued nursing education related to school health.
 - Inform schools and communities of school health resources, available trainings, and grant opportunities.
 - Identify needed school health related training for school personnel.
 - Coordinate and provide school health trainings to school personnel and community members.

Major Highlights of the Year:

- Provided seasonal flu vaccinations: 13 school districts on 22 campuses; 1 daycare; 1 Head Start; 1 business; and 1 county mass flu clinic.
- Attended School Wellness Committee Meetings at Cabot School District
- Glucagon Administration Training for 2 school nurses
- 41 trained in CPR and 47 trained in First Aid
- Hearing, Vision, Training for 8 school nurses

- Scoliosis training for 34 school nurses
- BMI Training was held at the New School Nurse Workshop and 8 additional school nurses were trained at the co-op
- Back-to-School Nurse Workshop for 25 school nurses
- Personal Care Training for 21 participants
- Paraprofessional Training for 4 school nurses
- Paraprofessional Training for 28 participants
- Handwashing presentation for Rose Bud Head Start parents
- School Wellness Workshop for 16 participants
- Shaken Baby Syndrome Presentations for 55 Beebe High School Students

Program: Science Instruction Specialist

Funding Source: Arkansas Department of Education

Funding Amount: \$86,500 Competitive Grant ☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White Co. Central, Jacksonville

Personnel:

Name	Position	Degree
Nanette Nichols	Science Instruction Specialist	Masters in Secondary Education + 30 NBCT EA Science

Goal:

The goals of the WDMESC Science Instructional Specialist Program are as follows:

1. to assist all participating education institutions in meeting the goals and state standards
2. to assist all participating education institutions in the implementation of the New Arkansas Science Standards
3. to enrich the curriculum base content knowledge and teaching strategies of science teachers
4. to assist in the school improvement process
5. to collaborate with cooperative colleagues and STEM center specialists

Program Summary:

The 2015-2016 program focused on several areas: continued training for the Specialist in TESS; relationship building with cooperative schools, professional development for teachers, academic coaches and principals, school support, regular attendance of meetings with ADE and other specialists, collaborative work with state science specialists to develop professional training related to the new Science Standards, and collaboration with cooperative and STEM Center specialists. The Specialist will continue to be involved, at a local level, with the Mathematic Design Collaborative (MDC) and continue to keep abreast of state developments regarding Arkansas's new Science Standards. The Specialist served on both the 9-12 committee for the new Science Standards and the Disciplinary Literacy Standards Committee during the past year. The Specialist will serve on the Disciplinary Literacy Committee during the 2016-2017 school year. The Specialist has completed the apprenticeship in PLT (Project Learning Tree) and will offer training during the ensuing year. The Specialist also collaborated with Northcentral ESC to create a Moodle course for principals on TESS Coaching and continues to work collaboratively with the science specialist at Crowley's Ridge to develop leadership sessions based on the New Arkansas Science Standards.

Specialist Training: CWT (Classroom Walkthrough) TOT, Student Centered Coaching, Teachscape HYS (High Yield Strategies) TOT, PBSS (Positive Behavior Support System), PLT (Project Learning Tree)

TOT, SIM, Novice Teacher Mentoring, Disciplinary Literacy, Moodle, Common Core, TESS, TESS Coaching, MDC, Picture Book Science, New Arkansas Science Standards, Picture Perfect Science, BloomBoard

Cooperative Schools: Contact was made with every school district in the Wilbur D. Mills Cooperative area to inform them of the professional learning opportunities, teacher training, and support that can be provided by the Science Specialist.

Professional Development and Support: On-site support was provided for cooperative teachers and administrators in the areas of science/literacy investigations, Novice Teacher Mentoring, Science Notebooking, High Yield Strategies, Picture Perfect Science, Equine Assisted Learning, Capacity Building, TESS, PLT, New Arkansas Science Standards, and CWT. The Specialist is working cooperatively with local teachers to fulfill requirements needed to become a trainer in SIM organizers. Other professional development provided included assisting teachers in developing lessons that incorporate both science and literacy, helping teachers with technology, supporting NBCT candidates, High Yield Strategies for Content Areas, curriculum alignment to new standards, and Non-Traditional Teacher Licensure.

STEM Center Collaboration: The Science Specialist collaborated with STEM Center Specialists (Harding and UALR) to provide training in PLT, Picture Book Science, MDC, new Science Standards, and support for the First Robotics Competition in Little Rock, AR.

Major Highlights of the Year:

Presented at ACC in November, 2015 (LR, AR) Science Leadership

Meetings K-12

Collaborative assistance to STEM Science Specialist during First Robotics Competition and to STEM Math Specialist in MDC

Presenting for Non-Traditional Licensure Program

Assisting Literacy Specialist in 4-8 Disciplinary Literacy Presentation Science/Literacy

Investigations in collaboration with the Content Specialist Support for Elementary Teachers with Picture Book Science

Support for Secondary Teachers in Unit Development and Classroom Strategies Provided

support for area Principals and Teacher leaders regarding TESS

Served on 9-12 Science Standards Committee and Disciplinary Literacy Standards Committee

Program: LEA Special Education Supervisor**Funding Source:** Assigned Districts**Funding Amount:** \$40,675 Competitive Grant ☐ Yes ☒ No☒ Restricted ☐ Non-Restricted**Participating Districts:**

Augusta, Hazen, McCrory

Personnel:

Name	Position	Degree
Jimmy Dunn	Special Education Supervisor	MSE

Goal:

To supervise, plan, and maintain compliance of the special education services for the districts assigned.

Program Summary:

Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Major Highlights of the Year:

All districts maintained the necessary programs and procedures to ensure the special education needs of students are being met. Procedures for Child Find are also in place and in compliance. Compliance in all areas of special education has been accomplished. There were no special education complaints or due process hearing filed against the districts.

Program: LEA Special Education Supervisor**Funding Source:** Assigned Districts**Funding Amount:** \$44,567 Competitive Grant ☐ Yes ☒ No☒ Restricted ☐ Non-Restricted**Participating Districts:**

Bradford, Pangburn, Rose Bud, White County Central

Personnel:

Name	Position	Degree
Garrie Massengale	LEA Supervisor	MSE

Goal:

To supervisor, plan, and keep in compliance the special education services for the districts assigned.

Program Summary:

Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Major Highlights of the Year:

All compliance areas have been met. Budgets and other reports have been submitted in a timely fashion. All districts have the necessary programs and procedures in place to ensure the special education needs of students are being met. Procedures for Child Find are also in place to ensure that compliance is met there as well.

Program: LEA Special Education Supervisor

Funding Source: Assigned District

Funding Amount: \$72,454 Competitive Grant ☐ Yes ☒ No

☒ Restricted ☐ Non-Restricted

Participating Districts:
Beebe

Personnel:

Name	Position	Degree
Joyce Sullivan	LEA Supervisor	MSE

Goal:
To supervisor, plan, and keep in compliance the special education services for the districts assigned.

Program Summary:
Special Education Supervisor provides services to cooperating districts in all areas relating to special education. Services to regular education include: advisory assistance to regular classroom teachers, suggestions for modifications and/or accommodations of regular classes for students with disabilities, and professional development. Services to special education include: conducting due process/parent conferences, technical assistance in due process, testing services, instructional assistance with programs for students with disabilities including materials and methods selection and professional development. Services to district administrators include: budget preparation, amendments and reports, development of new programs, assistance with technical issues in due process, interagency resources advisement, preparation for ADE monitoring, and various types of professional development training.

Major Highlights of the Year:
All compliance areas have been met. Budgets and other reports have been submitted in a timely fashion. The district has the necessary programs and procedures in place to ensure the special education needs of students are being met. Procedures for Child Find are also in place to ensure that compliance is met there as well.

Program: Teacher Center-Professional Development; Curriculum Development Assistance; Resources

Funding Source: Participating Districts

Funding Amount: \$209,263 Competitive Grant ☐ Yes ☒ No

☐ Restricted ☒ Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Jacksonville North
Pulaski, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
Leasha Hayes	Teacher Center Coordinator/Assistant Director	BA-ASU Jonesboro, M. Ed. Admin.-Harding University
Terri Lee	Administrative Assistant	HSD

Goal:

- To align professional development services with district and school needs to build capacity of all adult learners in order to provide a world class education system which graduates students who are college and career ready
- To provide adult learners with content knowledge and research-based instructional strategies to assist students in meeting rigorous academic standards and prepare adult learners to use various types of assessment results appropriately
- To improve the learning of all students by providing resources to support adult learning and collaboration
- To provide curriculum development assistance as schools transition from frameworks to Arkansas Curriculum Frameworks
- To support school improvement initiatives generated by the ADE and enhance program integration through effective communication and technical support

Program Summary:

Professional Development opportunities target the focus areas as outlined by the ADE, and PD sessions are offered to meet the requirements of law regarding the required PD, as well meeting the needs of schools based upon needs assessment survey results, SAI data, and Focus Walk data from the 17 districts served. The Teacher Center Committee uses the data sets from the districts to plan PD to meet the major needs of the districts. The Director, Teacher Center Coordinator, Specialists and Technologists meet with constituent groups regularly. From those meetings, information is collected to assist in designing

professional growth opportunities for the leaders and teachers in our region.

Major Highlights of the Year:

Capacity Building Through: CGI Leadership Training; Instructional Facilitation Training; Math Leader, Literacy Leader and Science Leader PLC Meetings/Trainings; Building Leader, Curriculum Leader, and District Leader PLCs; ACSIP/Federal Coordinator PLCs; Dyslexia Intervention Support Services; Positive Behavior Development Training, RtI system understanding and development training; Strategic Instruction Model (SIM) Training; School Board Member Training

Program: Technology

Funding source: State

Funding Amount: \$75,000

Competitive Grant ☒ Yes ☐ No

☒ Restricted

☐ Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Personnel:

Name	Position	Degree
Jonathan Miller	Technology Coordinator	B.S. in Computer Science

Goal:

To provide quality technology support for the cooperative and for the member school districts.

Program Summary:

- Supporting districts in their efforts to provide technology for teaching and learning
- Coordinating with districts and schools to promote ADE sponsored programs, grants, and projects
- Providing quality professional development for school staff and technology coordinators
- Providing ongoing support to the cooperative: hardware/software/network maintenance and training
- Adding growth and providing upkeep to desktop/mobile labs
- Maintaining email system and co-op website
- Participating with instruction of teacher workshops
- Continuing to Develop/Maintain/Implement co-op Technology Plan
- Maintain/upkeep Co-op Continuity of Operation Plan
- Hosting meetings with the member district technology coordinators every other month
- Aiding with technology planning and assistance to the cooperative and member school districts
- Meeting with member district technologist and testing coordinators in preparation for ACT ASPIRE readiness and ACT ASPIRE online field tests
- Fulfilling other ADE mandates as assigned
- Helping file Erate for co-op and helping member districts with Erate filing
- Continuing to relay information on behalf of ADE to Member district Technology Coordinators as instructed by ADE
- Investigating new technologies that might be beneficial for the educational process.

Program: Technology

Funding source: District

Funding Amount: \$75,000

Competitive Grant ☒ Yes ☐ No

☒ Restricted ☐ Non-Restricted

Program: Technology

Funding source: Assigned Districts

Participating Districts:

Bradford, Riverview, White County Central, Rose Bud, Pangburn

Personnel:

Name	Position	Degree
Cynthia Armstrong	Technologist, Bradford	MSE
Kyle Cross	Technologist, Riverview	HSD
Shayne Wallis	Technologist, White Co. Central	BSE
Brian Chester	Technologist, Bradford, Rose Bud, Pangburn	BSE

Goal:

To provide quality technology support for the participating school districts.

Program Summary:

Support districts in their efforts to provide technology for teaching and learning Provide support to increase access to ADE sponsored Programs, Features and Grants Provide quality professional development

Provide ongoing support to the district: hardware/software/network maintenance and training Add growth and provide upkeep to desktop/mobile labs and other school 1:1 initiatives Maintain email system and district websites

Develop/maintain/implement District Technology Plan Develop/maintain Continuity of Operations Plan for member districts File Erate for member district

Investigate new technologies that might be beneficial for the educational process.

Program: K-12 Behavior Support Specialist

Personnel: Sherry Holliman

Fund Source:

The K-12 Behavior Support Specialist Grant is funded through the Arkansas Department of Education/Special Education Unit with federal grant funds that are provided for within the scope of the annual State application under Part B of the IDEA. The annual Part B application requires a description of the proposed use of Federal grant funds reserved under 20 U.S.C.A. 1411(e)(2)(A) for both required and authorized activities that support the State Performance Plan (SPP) under IDEA.

Funding Amount: \$110,000.00

☒ Restricted ☐ Non-Restricted

Participating Districts: As Assigned

Personnel:

Name	Position	Degree
Sherry Holliman	Behavior Support Specialist	MSE+

Goal:

The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446) authorizes State activities to Local Education Agencies, accessed through a referral to CIRCUIT. The activities include direct and supportive service activities, to improve results for children with disabilities, ages 3 to 21, by ensuring a free, appropriate public education (FAPE), in the least restrictive environment (LRE). For this purpose, State Special Education Consultants are available to assist with the identification and interventions needed for students with sensory, intellectual and multiple disabilities, disruptive and/or self-injurious behavior, autism spectrum disorders, or brain injuries.

Program Summary:

The Arkansas Department of Education/Special Education Unit has provided grants to Educational Cooperatives for Behavior Support Specialist to assist in providing on-site technical assistance and facilitation to district and/or school personnel in the following areas of behavior analysis:

- Data Collection
- Analysis and Interpretation of Data
- Visual Representation of Data
- Interviews/Questionnaires for Rating Behavior and Determining Function of Behavior
- Social Skills

- Defining Behavior
- Functional Assessments
- Behavior Intervention Plans
- Impact of Environmental Factors
- Impact of Instruction Factors
- Impact of Cognitive/Academic Weaknesses
- Impact of Communication Weaknesses
- Impact of Social Weaknesses
- Autism Spectrum Disorders
- Strategies to Increase Replacement Behavior
- Strategies to Decrease Problem Behavior
- Appropriate Consequence Strategies
- Eligibility
- Coaching and training adult learners in the area of Behavior Development
- Provide and/or assist with specific professional development needs within the ESC and/or the ADE-SEU.

Major Highlights of Year:

Arkansas Special Education State Advisory Council Report, State Systemic Improvement Plan, April 21, 2016 Reports the Following Improvement Strategies:

- Strategy Number One: Create a system of professional development and technical assistance that is aligned with other ADE Units and is differentiated based on LEAs needs as evidenced by data.
- Strategy Number Two: In collaboration with other ADE Units, Restructure Arkansas' Response-to-Intervention (RTI) model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

PROGRAM: Digital Learning – Virtual Arkansas, Team Digital, Arkansas Connect2Digital

Funding Source: ADE Grant – Act

Competitive Grant: Yes _____ No X

Yes Restricted _____ Non-Restricted

Participating Districts:

Augusta, Bald Knob, Beebe, Bradford, Cabot, Carlisle, Des Arc, England, Hazen, Lonoke, McCrory, Pangburn, Riverview, Rose Bud, Searcy, White County Central

Cathi Swan	State Coordinator of Digital Learning	BSE, MSE
Mike Lar	Virtual Arkansas Director of Operations	BS, MBA, ED.D, ABD
Junior Stormes	Director of Technology	BS
John Ashworth	Virtual Arkansas Director of Academics	BSE, MSE
Lisa Russell	Team Digital Member	BSE
Gerard Newsom	Team Digital Member	BA
Rachel Schell	Team Digital Member	BS, MS
Ashley Pruitt	State Coordinator Administrative Assistant	BA
Alex Munn	Central Office Administrative Assistant	BA

Goal:

The mission of the digital learning program is to provide equitable, efficient, and effective learning opportunities for students and educators. These opportunities are offered utilizing digital solutions to extend learning where local access may not exist. The Arkansas Education Service Cooperatives support and provide resources to assist Virtual Arkansas and Team Digital.

Program Summary:

Virtual Arkansas is an Arkansas-based program that is implemented through a partnership between the Arkansas Department of Education and the Arkansas Education Service Cooperatives. We provide an array of quality digital courses to public school students in Arkansas and utilize Arkansas licensed instructors. Virtual

Arkansas serves approximately 200 districts and over 30,000 student enrollments. We are not an online high school or a diploma-granting institution but are a resource for supplementing education for public school students. Students who are enrolled in a public school may be enrolled in Virtual Arkansas courses by the local administration. Virtual Arkansas is committed to developing the full potential of Arkansas students by providing access to quality online courses that incorporate interactive instruction to prepare students to be successful in their college and career educational pursuits and in the global economy. School districts "Power Up with Virtual Arkansas" for a variety of reasons. A district may face a teacher shortage, want to provide additional course scheduling opportunities to their students, offer their students access to a digitally enriched curriculum, or broaden their course offerings beyond those mandated by the Standards for Accreditation of Arkansas Public Schools. Finally, districts that partner with Virtual Arkansas will be satisfying the requirements of Act 1280, the Digital Learning Act of 2013. www.virtualarkansas.org

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Team Digital:

Team Digital works within a state team to support the planning, implementation, and evaluation of digital learning environments in Arkansas. Team Digital has expertise in emerging online teaching and learning practices that allow for active learning, effective content authoring and lesson design methods that best serve digital education, and strategies in helping educators transform system-centered practices into student-centered practices. Team Digital interacts with media production workgroups, learning management system consultants, technology solution experts, pedagogical experts, curriculum design experts, and educators around the globe. Team Digital also provides operational support to state projects, Arkansas Cooperatives, and public schools in the growing interest in blended and online learning. www.teamdigital.org

Arkansas Connect2Digital:

Arkansas Connect2Digital is a digital platform where Arkansas educational agencies house digital resources and implement blended professional development. It supports 20,000 users and is managed by the Arkansas Education Service Cooperatives.

Major Highlights of the Year:

- Held first ever workshop in the state for Teachers and Administrators on Blended Learning and Remix strategies
- Implemented a technical assistant/will-call application to help participating schools solve issues within 24 hours
- Presented at TICAL on the Future of Blended Learning
- Held statewide school consultations on the planning and implementation of Blended Learning
- Trained over a 100 High School counselor's around the state on Virtual Arkansas' registration process
- Attended the 2015 INACOL conference on Blended Online Learning
- Completed an Educational Cooperative Promotional Video
- Successfully implemented team visits to Virtual Arkansas' participating schools
- Named resource affiliate for ADE on school waiver process
- Completed a Virtual Arkansas Marketing/Promotional video for the Essentials of Computer Science and Computer Programming
- Presented at the 3rd Annual Data Conference

Special Projects and Programs

Funding Source: Arkansas Department of Education

Restricted ☒ **Non-Restricted** ☐

Detailed below are special projects or programs in which state funding provided services regionally or statewide, giving this cooperative an opportunity to participate.

Program Name: ACT Aspire Competitive

Grant Yes ☐ No ☒ **Goals and**

Description:

Wilbur Mills Cooperative technology coordinators and staff have provided support to district testing and technology personnel as preparations were made for the initial implementation of ACT Aspire in the spring of 2016. Support included onsite visits within districts to aid in preparing technology infrastructure, providing multiple training opportunities for ACT Aspire updates, and hosting ACT Aspire workdays to help with data entry and test scheduling.

Additionally, cooperative technology coordinators provided ongoing assistance through emails and phone conversations as problems and questions arose in districts. The Wilbur Mills Cooperative also provided support to classroom teachers and instructional leaders to ensure Arkansas content standards were taught in a manner that would prepare students for the ACT Aspire. In addition to ADE presenters, cooperative content specialists provided face-to-face trainings on ACT Aspire resources and their use in strengthening the classroom teachers' understanding of assessment requirements for students. Trainings will continue during the summer of 2016 and the upcoming school year.

Program Name: CGI-Cognitively Guided Instruction

Competitive Grant: Yes ☒

Goals and Description:

No ☐

Cognitively Guided Instruction (CGI) is a teacher professional development program that has teachers exploring a framework for how elementary school children learn concepts of number operations and early algebra. This knowledge is used to drive instruction. Years 2 & 3 of training builds upon the previous year's training—resulting in a true, long-term sustained professional development program. What teachers learn in a CGI institute enhances how they implement any curriculum or resource materials into their daily classroom instruction.

Program Name: Instructional Facilitating

Competitive Grant: Yes ☐

Goals and Description:

No ☒

Instructional Facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training will refine the Instructional Facilitator's understanding of their various roles and distinguish between effective

and ineffective coaching practices. The training will also provide leadership skills for leading reform, give direction on fostering internal commitment in others, and determine when it is or is not appropriate for modeling in a classroom.

Program Name: *Enhancing Education Through Technology Grant (TIE) Project*

Competitive Grant: Yes ☒ No ☐

Goals and Description:

No ☐

The purpose of the TIE project is to increase technology integration across the state of Arkansas. Southwest Arkansas Education Co-op wrote a comprehensive partnership EETT grant to develop a statewide professional development module system to embrace all forms of technology, meet the needs of teachers and administrators, and address State standards and licensure issues while enhancing instruction through integrated technology practices. All education cooperatives across the state were offered the opportunity to train teachers from their area to become TIE Cadre members. There are currently 114 TIE Cadre members impacting 71 districts and 80 buildings across the state. Cadre members have conducted over 300 workshops across the state on 72 different technology modules. The trainings have impacted 5,000 teachers and administrators.

The modules are all project based and have been developed by teachers. Modules include trainings on things such as Blogs, Classroom Wikis, High Yield Strategies with Technology, Internet Safety, Podcasting and Video Editing. Modules are housed on the TIE website at <http://tie.k12.ar.us>. By sharing these modules across the state, we are able to offer the same quality in technology trainings that we did not have before. The cadre members not only train for the education co-ops in the summer but are also able to help train in their buildings and districts. Module development and professional growth are the focus of cadre trainings.

Program Name: *EtherScopes*

Competitive Grant: Yes ☐ No ☒

Goals and Description:

No ☒

In an effort to assist schools in preparation for online Common Core State Standards testing in 2015, ADE awarded a grant to the Cooperative for the purchase of an *EtherScope* in 2013 and purchase a companioning Link Runner in 2014. Our goal was to evaluate all of the schools in our cooperative to see if their networks are capable of connecting 1 to 1 computer to student for the CCSS testing. When we visit each school, we save reports from the *EtherScope* for evaluation purposes and inform the school technology coordinator of the findings. We also use these devices for troubleshooting, network design, network redesign, network mapping, and for connectivity/throughout test, which help the schools and their techs in evaluating, troubleshooting, and planning for their schools.

Program Name: Literacy Design Collaborative/Mathematics Design Collaborative

Competitive Grant Yes ☒ No

Goals and Description:

The LDC/MDC is an ongoing professional development process which consists of tasks aligned to the standards that target those skills needed in reading, writing, and mathematics. Formative Assessment is used as a tool for monitoring what students are learning and identifying misunderstanding or skill weaknesses in students. These tasks work together to provide robust learning opportunities for students who are evaluated with a scoring rubric that helps educators across our state and nation calibrate high expectations. The LDC/MDC work is implemented in literacy, social studies/history, mathematics, science and career education classes for students in grades 9 and 10.

Program Name: TESS Competitive Grant: Yes ☐ **Goals and Description:**

No ☒

The Framework for Teaching by Charlotte Danielson provides the foundation for the Arkansas Teacher Excellence and Support System (TESS). Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FOCUS, software provided by ADE that provides new district evaluators with comprehensive training and scoring practice, followed by a scientifically designed assessment of ability to accurately and consistently apply the Danielson rubric for teaching performance. The cooperatives held the three hours Laws and Process training. The Arkansas Department of Education provided training for administrators at each cooperative on Summative Evaluation Process and Professional Growth Plans. Arkansas Department of Education in conjunction with BloomBoard and cooperatives provided regional BloomBoard Universities. The purpose of the BloomBoard University was to showcase the insights and reports as well as the additional features available to schools. The cooperatives are currently scheduling additional sessions to extend the learning and to support administrators and teachers as they continue to implement TESS as the teacher evaluation system in the 2015-16 school year.

Program Name: Leadership Excellence and Development System

Competitive Grant: Yes ☐

Goals and Description:

No ☒

The Interstate School Leaders Licensure Consortium (ISLLC) Standards provide the basis for the Arkansas evaluation and support system for all Arkansas administrators except superintendents (for whom an evaluation system is currently being piloted). Trainings for the LEADS program throughout the 2015-2016 school year included work with the rubric, summative evaluations of principals, assistant principals, and other administrators, use of BloomBoard for evaluation and artifacts, and other support, as needed in individual cooperatives.

APPENDIX

PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT

Summary Attended

65

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Printed Date: 6/9/2016 Last modified: 6/9/2016

Report Description:

Count of attended participants grouped by session for a given time period or for a given owner.

Session	Credits	Districts	Attended
WDMESC: Microsoft Excel Basics			
249592 - Jun 4, 2015 12:30 pm - 3:30 pm	3.00	5	6
Educational Technology			
ELLA Update – Aligning Instruction to CCSS			
262887 - Jun 4, 5, 2015 8:30 am - 3:30 pm	12.00	1	3
Arkansas Content Standards Frameworks, Instructional Strategies			
WDMESC: Native American Kachina Dolls and Totem Poles			
242338 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	7	10
Instructional Strategies			
WDMESC: Argument Writing in English Language Arts for Grades 6-8			
242424 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	5	8
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC: ELLA Follow-up			
243000 - Jun 8, 2015 8:30 am - 3:30 pm	6.00	7	11
Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: NCSC: Curriculum, Instruction and Assessment			
242142 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	12	19
Arkansas Content Standards Frameworks, Assessment, Common Core State Standards, Instructional Strategies			
WDMESC: Argument Writing in English Language Arts for Grades 9-12			
242428 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	7	7
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC: Effective Literacy (ELF) Follow-up			
243004 - Jun 9, 2015 8:30 am - 3:30 pm	6.00	5	7
Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Google for Beginners			
243195 - Jun 9, 2015 8:30 am - 11:30 am	3.00	12	23
Assessment, Building a Collaborative Learning Community, Educational Technology			
WDMESC: Realities of the Music Classroom and Performing Ensemble			
242306 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	12	15
Arkansas Content Standards Frameworks, Assessment, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Gifted and Talented Document Revisions and Monitoring Preparation			
242860 - Jun 10, 11, 2015 8:30 am - 3:30 pm	12.00	11	11
Non-Curricular			
WDMESC: Close Reading/Text Dependent Questions K-5			
243130 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	11	27
Instructional Strategies			
WDMESC: Next Generation Assessment Technology Skills for Students			
243194 - Jun 10, 2015 8:30 am - 11:30 am	3.00	4	7

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Foundations of Fractions: Days 6 and 7 (Partial Groups and Fractions) 243480 - Jun 10, 11, 2015 8:30 am - 3:30 pm	12.00	8	29
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Developing the Base Ten System K-6 243481 - Jun 10, 2015 8:30 am - 3:30 pm	6.00	8	13
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: ESL Strategies for K-12 Classroom Teachers 242308 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	6	14
Instructional Strategies			
WDMESC: Level II Assessment Follow-Up 243009 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	12	21
Assessment			
WDMESC: Singing to Intonation & RhythmBee 244176 - Jun 11, 2015 8:30 am - 3:30 pm	6.00	4	6
Arkansas Content Standards Frameworks, Educational Technology, Principles of Learning Developmental Stages			
WDMESC: StudentGPS & ASIS for Teachers 244816 - Jun 11, 2015 12:30 pm - 3:30 pm	3.00	6	10
WDMESC: Students GPS for Administrators 244953 - Jun 11, 2015 8:30 am - 11:30 am	3.00	11	27
WDMESC: Problem Solving Situations: Addition and Subtraction and the Nature of "Equals" K-3 243442 - Jun 12, 2015 8:30 am - 3:30 pm	6.00	10	17
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: CGI Alumni 244005 - Jun 12, 2015 8:30 am - 12:30 pm	3.00	6	8
Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Using the Math Matrix: A Classroom Teacher's Journey with RTI 244012 - Jun 12, 2015 12:30 pm - 3:30 pm	3.00	8	8
Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Educational Technology, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Common Literacy 239526 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	8	14
Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Common Core State Standards, Principles of Learning Developmental Stages			

WDMESC: Pen/Ink Transparency Print Making 242342 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	11	12
Instructional Strategies			
WDMESC: Differentiation: Challenging All Students at All Levels 242866 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	14	23
Instructional Strategies			

Page 2 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Number Talks K-4 243959 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	13	27
Arkansas Content Standards Frameworks, Assessment, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Triand for Triand System Administrators 244702 - Jun 15, 2015 8:30 am - 11:30 am	3.00	3	5
Non-Curricular			
WDMESC: Triand for Counselors/Registrars 244704 - Jun 15, 2015 12:30 pm - 3:30 pm	3.00	5	5
Non-Curricular			
WDMESC: Leadership Guidance for Coaches and Athletic Directors 250110 - Jun 15, 2015 8:30 am - 3:30 pm	6.00	10	18
Instructional Strategies			
WDMESC: Formative Assessment in the Classroom 242447 - Jun 16, 2015 8:30 am - 11:30 am	3.00	14	24
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
WDMESC: Side Effects! Medical Diagnoses that Impact Learning 242842 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	11	28
Principles of Learning Developmental Stages			
WDMESC: CGI Leadership Institute Cohort B 243616 - Jun 16, 17, 18, 19, 2015 8:30 am - 3:30 pm	24.00	18	22
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Number Talks K-4 243960 - Jun 16, 2015 8:30 am - 3:30 pm	6.00	10	26
Arkansas Content Standards Frameworks, Assessment, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Gatekeeper Suicide Prevention Training 245399 - Jun 16, 2015 8:30 am - 11:30 am	3.00	13	33
WDMESC: Gatekeeper Suicide Prevention Training 245401 - Jun 16, 2015 12:30 pm - 3:30 pm	3.00	8	12
WDMESC: Online Tools for Formative Assessment 245584 - Jun 16, 2015 12:30 pm - 3:30 pm	3.00	13	23

Assessment, Educational Technology

WDMESC: Board Training 285788 - Jun 16, 2015 1:30 pm - 3:30 pm	3.00	15	17
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Instructional Leadership

WDMESC: Basic FBA to BIP 242446 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	13	20
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Assessment, Building a Collaborative Learning Community, Data Disaggregation, Instructional Strategies, Systemic Change Process

WDMESC: Google for Beginners 243188 - Jun 17, 2015 8:30 am - 11:30 am	3.00	10	19
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Assessment, Building a Collaborative Learning Community, Educational Technology

Page 3 of 27

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Strategies, Algorithms, and Recording Systems: Multi-Digit Multiplication and Division Grades 3-6 243496 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	8	13
Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Learning Mathematics in the Primary Grades: An RTI Model for Grades K-2 243560 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	14	21
Arkansas Content Standards Frameworks, Assessment, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Hey I'm NOT an English teacher...50 Common Core Strategies 244187 - Jun 17, 18, 2015 8:30 am - 3:30 pm	12.00	11	20
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Educational Technology			
WDMESC: A Workshop on the ASCA National Model with Paul Barnes 244432 - Jun 17, 2015 8:30 am - 3:30 pm	6.00	4	8
WDMESC: Interim Testing FACS 245143 - Jun 17, 18, 2015 8:30 am - 3:30 pm	12.00	7	9
WDMESC: June Board Training Leadership with Ivy Pfeffer 260271 - Jun 17, 2015 12:30 pm - 3:30 pm	3.00	14	16
Instructional Leadership			
WDMESC: What is Academic Vocabulary? 243142 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	7	13
Common Core State Standards, Instructional Strategies			
WDMESC: Next Generation Assessment Technology Skills for Students 243184 - Jun 18, 2015 8:30 am - 11:30 am	3.00	7	8
Assessment, Educational Technology			
WDMESC: Learning Mathematics in the Intermediate Grades: An RTI Model for Grades 3-5 243565 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	4	4

WDMESC: Overview of 2014 Fine Arts Frameworks			
245319 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	19	43

Arkansas Content Standards Frameworks

WDMESC: Due Process 101			
245324 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	13	43

WDMESC: K-6 ADMINISTRATORS RTI: What's Working and What is Not			
245456 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	14	22

WDMESC: Multisensory Intervention Strategies for Struggling Literacy Learners and Dyslexic Learners			
245472 - Jun 18, 2015 8:30 am - 3:30 pm	6.00	12	43

Assessment, Instructional Strategies

WDMESC: Gatekeeper Teen Suicide Awareness and Prevention			
260273 - Jun 18, 2015 8:30 am - 12:00 pm	2.00	13	14

Instructional Leadership

Page 4 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
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WDMESC: Problem Solving Situations: Multiplication and Division and the Nature of "Equals" K-6			
243552 - Jun 19, 2015 8:30 am - 3:30 pm	6.00	5	8

Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

WDMESC: 7-12 ADMINISTRATORS RTI: What's Working and What is Not			
245459 - Jun 19, 2015 8:30 am - 3:30 pm	6.00	8	15

WDMESC: Tissue Paper Textured Acrylic Painting			
242345 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	10	16

Instructional Strategies

WDMESC: Through the Eyes of Poverty			
242869 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	12	28

Non-Curricular

WDMESC: Implementing a Comprehensive Literacy Framework - Word Study: Orthography, Morphology, and Vocabulary Instructions - Grades 6-8			
243044 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	11	13

Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum , Instructional strategies

WDMESC: Strategies, Algorithms and Recording Systems: Multi-digit Addition and Subtraction Grades 1-4			
243495 - Jun 22, 2015 8:30 am - 3:30 pm	6.00	6	7

Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

WDMESC: Cognitively Guided Instruction (CGI) Year 1			
243505 - Jun 22, 23, 24, 25, 2015 8:30 am - 3:30 pm	24.00	12	29

Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

WDMESC: CGI Leadership Institute Cohort A

243613 - Jun 22, 23, 24, 2015 8:30 am - 3:30 pm **18.00** **16** **23**

Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages

WDMESC: Physical Education Activities for the Classroom Teacher

244654 - Jun 22, 2015 8:30 am - 3:30 pm **6.00** **15** **21**

Health Physical Activity

WDMESC: How to be a Better BloomBoard Observer

245352 - Jun 22, 2015 8:30 am - 3:30 pm **6.00** **12** **15**

WDMESC: Literacy Screeners Beyond DIBELS

245449 - Jun 22, 2015 8:30 am - 3:30 pm **6.00** **1** **2**

Assessment, Instructional Strategies

WDMESC: Using Google Apps to Prepare Students for PARCC

243180 - Jun 23, 2015 8:30 am - 11:30 am **3.00** **5** **6**

Assessment, Common Core State Standards, Educational Technology

WDMESC: Music Educators: How to Keep Your Administrators Happy!

244697 - Jun 23, 2015 9:00 am - 12:00 pm **3.00** **12** **17**

Page 5 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Grammar Boot Camp, Syntactic Forms and Functions for SLPs			
245201 - Jun 23, 2015 8:30 am - 3:30 pm	6.00	12	24

WDMESC: Student Led Activities for the World Language Classroom

242138 - Jun 24, 2015 8:30 am - 3:30 pm **6.00** **15** **21**

Arkansas Content Standards Frameworks, Assessment, Common Core State Standards, Curriculum Alignment, Educational Technology, Instructional Strategies

WDMESC: Literacy Strategies in Secondary Science/Social Studies Classrooms

242281 - Jun 24, 2015 8:30 am - 3:30 pm **6.00** **12** **20**

Common Core State Standards, Instructional Strategies

WDMESC: Art with a Message - A Hands-On Art Experience

244185 - Jun 24, 2015 8:30 am - 3:30 pm **6.00** **9** **13**

Arkansas Content Standards Frameworks, Building a Collaborative Learning Community

WDMESC: Tools for Developing Positive Cultures: Professional Collaborative Communication with Parents and Colleagues

244207 - Jun 24, 2015 8:30 am - 3:30 pm **6.00** **19** **38**

Building a Collaborative Learning Community, Parental Involvement, Systemic Change Process

WDMESC: Arkansas Teen Book Award

244644 - Jun 24, 2015 12:30 pm - 3:30 pm **3.00** **13** **18**

WDMESC: Overviews of 2015-2016 Arkansas Diamond and Charlie May Simon Books

Session	Credits	Districts	Attended
244655 - Jun 24, 2015 8:30 am - 11:30 am	3.00	17	32

Arkansas Content Standards Frameworks, Building a Collaborative Learning Community

WDMESC: Creating Effective Standards-Based Individual Education Programs (3 Day Training)

253586 - Jun 24, 2015 8:30 am - 3:30 pm	6.00	20	52
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Curriculum Alignment

WDMESC: Students with Disabilities: Section 504, IDEA, and ADA

240170 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	13	28
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WDMESC: Secondary Music Strategies that Work

242303 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	8	9
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Arkansas Content Standards Frameworks, Assessment, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

WDMESC: Using Google Apps to Prepare Students for PARCC

243175 - Jun 25, 2015 12:30 pm - 3:30 pm	3.00	2	4
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Assessment, Common Core State Standards, Educational Technology

WDMESC: Sowing Happy Seeds in a Child's Garden

244632 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	13	19
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Building a Collaborative Learning Community, Cognitive Research, CPR, Mentoring Coaching, Parental Involvement

WDMESC: Students with Complex Learning Needs: DOING WHAT WORKS!

244637 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	15	37
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Common Core State Standards, Instructional Strategies

WDMESC: Transition - Preparing Middle School Students as They Consider Going to College

249919 - Jun 25, 2015 8:30 am - 11:30 am	3.00	8	10
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Instructional Strategies

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Transition - Student Driven Transition Planning (SDTP)			
250042 - Jun 25, 2015 12:30 pm - 3:30 pm	3.00	6	6
Instructional Strategies			
WDMESC: Multisensory Intervention Strategies for Struggling Literacy Learners and Dyslexic Learners			
253252 - Jun 25, 2015 8:30 am - 3:30 pm	6.00	13	27
Assessment, Instructional Strategies			
WDMESC: Close Reading for ELA, Grades 9-12			
242448 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	6	7
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC: How do Section 504, RTI, and Common Core Work Together?			
244164 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	20	40
Building a Collaborative Learning Community, Parental Involvement, Systemic Change Process			

WDMESC: Planning Instruction to Prepare Students for PARCC or other Next Generation Assessments (WDMESC and Harding STEM)			
244179 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	12	20
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment, Data Disaggregation			
WDMESC: ESL Standards, Handbook, Documentation, Classroom Practice, and New Assessments			
247752 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	13	16
WDMESC: Transition Toolkit Training			
249913 - Jun 29, 2015 8:30 am - 3:30 pm	6.00	8	12
Instructional Strategies			
WDMESC: Close Reading and Text-Dependent Questions in History/Social Studies for Grades 6-12			
242449 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	9	11
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC: DRA Assessment			
243013 - Jun 30, 2015 8:30 am - 11:30 am	3.00	13	22
Assessment			
WDMESC: Using Running Records			
243018 - Jun 30, 2015 12:30 pm - 3:30 pm	3.00	11	22
Assessment			
WDMESC: Google Classroom			
243172 - Jun 30, 2015 12:30 pm - 3:30 pm	3.00	13	21
Building a Collaborative Learning Community, Educational Technology			
WDMESC: Through the Eyes of Poverty			
253225 - Jun 30, 2015 8:30 am - 3:30 pm	6.00	14	28
Non-Curricular			
WDMESC: System Center 2012: Configuration Manager			
256890 - Jun 30, Jul 1, 2, 2015 9:00 am - 4:00 pm	21.00	9	12
Educational Technology			
WDMESC: Literacy Design Collaborative (LDC)			
242450 - Jul 7, 8, 9, 2015 8:30 am - 3:30 pm	18.00	5	10
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instruction Strategies			

Page 7 of 27

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: CPR - AED & FIRST AID			
245142 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	4	14
Non-Curricular			
WDMESC: Using Technology to Bring Economics Alive!			
245455 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	5	7
Educational Technology, Instructional Strategies			
WDMESC: Observations for Teachers			

250450 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	14	27
Educational Technology			
MAX Teaching—A Cross-Disciplinary Approach to Literacy			
257244 - Jul 7, 2015 8:30 am - 3:30 pm	6.00	4	8
WDMESC: Developing Fact Fluency for Grades K-3			
243482 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	6	12
Assessment, Cognitive Research, Common Core State Standards, Principles of Learning Developmental Stages			
WDMESC: CPR - AED & FIRST AID			
245148 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	5	17
Non-Curricular			
WDMESC: Chapter and Verse			
245461 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	10	13
Common Core State Standards, Instructional Strategies			
WDMESC: Strategies for Teaching the Informational Writing in K-5			
245592 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	11	28
Arkansas Content Standards Frameworks, Instructional Strategies			
WDMESC: Observations for Teachers			
250452 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	9	15
Educational Technology			
MAX Teaching—A Cross-Disciplinary Approach to Literacy.Day 2			
257246 - Jul 8, 2015 8:30 am - 3:30 pm	6.00	4	5
WDMESC: Wilbur D. Mills Ed Tech Coaches Meeting			
257712 - Jul 8, 2015 9:00 am - 12:00 pm	3.00	8	13
Educational Technology, Instructional Leadership			
WDMESC: Partnership for Assessment Readiness for College and Careers: Tools for Middle and Secondary Age Students			
242042 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	5	6
Assessment, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC:Formative Assessment K-5			
243026 - Jul 9, 2015 8:30 am - 11:30 am	3.00	6	8
WDMESC: Developing Fact Fluency for Grades K-3			
243483 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	10	22
Assessment, Cognitive Research, Common Core State Standards, Principles of Learning Developmental Stages			
WDMESC: Gatekeeper Suicide Prevention Training			
245405 - Jul 9, 2015 8:30 am - 11:30 am	3.00	14	32

Page 8 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
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WDMESC: Gatekeeper Suicide Prevention Training 245406 - Jul 9, 2015 12:30 pm - 3:30 pm	3.00	9	17
WDMESC: Cruising Through the Standards 245467 - Jul 9, 2015 8:30 am - 3:30 pm Educational Technology, Instructional Strategies	6.00	11	22
WDMESC: Best Practices of School Based Mental Health 245551 - Jul 9, 2015 1:00 pm - 4:00 pm Building a Collaborative Learning Community, Systemic Change Process	3.00	5	8
MAX Teaching — A Cross-Disciplinary Approach to Literacy. Day 3 257248 - Jul 9, 2015 8:30 am - 3:30 pm	6.00	3	4
HARDING STEM/WDMESC: Math Note-booking 244339 - Jul 10, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	17	34
WDMESC: Strategies for Teaching the Six Traits in 6-12 243148 - Jul 13, 2015 8:30 am - 3:30 pm Instructional Strategies	6.00	5	8
WDMESC: Adding to the School Librarian's Tool Kit 244970 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	12	19
WDMESC: Planning for Outcomes: Designing Instruction and Assessment Aligned with Danielson's Domain 1 by Utilizing Backward Design Strategies 245312 - Jul 13, 2015 8:30 am - 3:30 pm	6.00	8	9
WDMESC: Strategies for Teaching the Six Traits in K-5 245587 - Jul 13, 2015 8:30 am - 3:30 pm Curriculum Alignment, Instructional Strategies	6.00	14	31
WDMESC: Computer Science 101 (6 Hours) 250458 - Jul 13, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks	6.00	6	7
WDMESC: Positive Behavioral Interventions for Students with Autism Spectrum Disorder (ASD) and/or Students with Attention Deficit Hyperactive Disorder (ADHD) 242444 - Jul 14, 2015 8:30 am - 3:30 pm Cognitive Research, Data Disaggregation, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process	6.00	10	24
WDMESC: Anchor Standards - A Way for Art (Session 1) 242796 - Jul 14, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Instructional Strategies	6.00	9	12
WDMESC: Open Educational Resources (7-12) 243165 - Jul 14, 2015 12:30 pm - 3:30 pm Common Core State Standards, Educational Technology	3.00	4	7
WDMESC: Cognitively Guided Instruction (CGI) Year 2 243518 - Jul 14, 15, 16, 17, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages	24.00	12	27

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Cognitively Guided Instruction (CGI) Year 2 243539 - Jul 14, 15, 16, 17, 2015 8:30 am - 3:30 pm	24.00	9	23
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Area, Surface Area, and Volume Measurement 243550 - Jul 14, 15, 2015 8:30 am - 3:30 pm	12.00	5	8
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Adding to the School Librarian's Tool Kit 244972 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	10	11
WDMESC: MUSIC with Susan Bucher 245134 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	12	19
Arkansas Content Standards Frameworks, Building a Collaborative Learning Community, Principles of Learning Developmental Stages			
WDMESC: Alignment Workshop for Lonoke SD 258411 - Jul 14, 2015 8:30 am - 3:30 pm	6.00	2	12
Curriculum Alignment			
WDMESC: Literacy in the Art Classroom - A Way for Art (Session II) 242782 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	8	11
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC: Sensory Integration: Beyond the Basics 244647 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	18	32
Arkansas Content Standards Frameworks, Assessment, Instructional Strategies			
WDMESC: Calibration and Coaching in TESS for Administrators 244699 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	9	18
Instructional Leadership			
WDMESC: StudentGPS & ASIS for Teachers 244819 - Jul 15, 2015 8:30 am - 11:30 am	3.00	4	11
WDMESC: StudentGPS & ASIS for Teachers 244822 - Jul 15, 2015 12:30 pm - 3:30 pm	3.00	7	9
WDMESC: Arkansas Geography K-4 245336 - Jul 15, 2015 8:30 am - 11:30 am	3.00	12	17
WDMESC: Arkansas Symbols and Chapters in Arkansas History K-5 245339 - Jul 15, 2015 12:30 pm - 3:30 pm	3.00	11	15
WDMESC: Positive Behavioral Interventions for Students with Autism Spectrum Disorder (ASD) and/or Students with Attention Deficit Hyperactive Disorder (ADHD)			

253979 - Jul 15, 2015 8:30 am - 3:30 pm	6.00	15	41
Cognitive Research, Data Disaggregation, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process			
WDMESC: Online Activities and Assessments for the World Language Classroom			
242128 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	13	15
Arkansas Content Standards Frameworks, Assessment, EducationTech, Instructional Strategies			

Page 10 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Arkansas Governor's School Educator's Day			
242873 - Jul 16, 2015 8:00 am - 4:00 pm	6.00	3	3
WDMESC: DIBELS K-6			
243028 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	8	10
Assessment			
WDMESC: Creating a Classroom Website or Blog			
243161 - Jul 16, 2015 12:30 pm - 3:30 pm	3.00	13	21
Building a Collaborative Learning Community, Educational Technology			
WDMESC: Creating a Culture of High Performing Groups			
244182 - Jul 16, 2015 12:30 pm - 3:30 pm	3.00	7	17
Advocacy Leadership, Building a Collaborative Learning Community, Fiscal Management			
WDMESC: The Arkansas History Hub and AR Studies Websites, K-12			
245343 - Jul 16, 2015 8:30 am - 11:30 am	3.00	10	18
WDMESC: Comprehensive Arkansas Timeline, Teaching African-American History in Context Gr6-12			
245347 - Jul 16, 2015 12:30 pm - 3:30 pm	3.00	7	12
Arkansas History			
WDMESC: Fiscal Management Update Tier I/Legislative updates			
245732 - Jul 16, 2015 8:30 am - 11:30 am	3.00	23	103
WDMESC: Positive Behavioral Interventions for Students with Autism Spectrum Disorder (ASD) and/or Students with Attention Deficit Hyperactive Disorder (ADHD)			
256260 - Jul 16, 2015 8:30 am - 3:30 pm	6.00	11	19
Cognitive Research, Data Disaggregation, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process			
WDMESC: Revised Social Studies Frameworks, C3 Inquiry, and the Classroom			
245013 - Jul 17, 2015 8:30 am - 3:30 pm	6.00	21	43
Arkansas Content Standards Frameworks			
England High School: Text Dependent Questions/Close Reading			
258647 - Jul 17, 2015 8:30 am - 3:30 pm	6.00	2	6
Instructional Strategies			
WDMESC: TIER I Update and Legislative Update with Dr. Richard Abernathy			
260275 - Jul 17, 2015 8:30 am - 11:30 am	3.00	13	15

Instructional Leadership

WDMESC: Text-Dependent Questions for Grades 6-12

242453 - Jul 20, 2015 8:30 am - 3:30 pm 6.00 9 10

Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies

WDMESC: Word Study/Phonics Day 1 and 2 (Grades K-1)

243031 - Jul 20, 21, 2015 8:30 am - 3:30 pm 12.00 9 14

Instructional Strategies

WDMESC: Help! My Child Won't Eat

244677 - Jul 20, 2015 8:30 am - 3:30 pm 6.00 14 29

Non-Curricular

Page 11 of 27

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
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WDMESC: Calibration and Coaching in TESS for Administrators

244700 - Jul 20, 2015 8:30 am - 3:30 pm 6.00 6 8

Instructional Leadership

WDMESC: Gatekeeper Training

245360 - Jul 20, 21, 2015 8:30 am - 3:30 pm 12.00 14 24

WDMESC: Technology and Strategies for Flipping the Classroom

242155 - Jul 21, 2015 8:30 am - 3:30 pm 6.00 9 22

Building a Collaborative Learning Community, Educational Technology, Instructional Strategies

WDMESC: TESS: Create a Culture for Learning Through Knowledge of Your Students

242786 - Jul 21, 2015 8:30 am - 3:30 pm 6.00 12 26

Building a Collaborative Learning Community, Instructional Strategies

WDMESC: Presentation Tools

243159 - Jul 21, 2015 12:30 pm - 3:30 pm 3.00 4 5

Building a Collaborative Learning Community, Educational Technology

WDMESC: Cognitively Guided Instruction (CGI) Year 3

243542 - Jul 21, 22, 23, 2015 8:30 am - 3:30 pm 18.00 9 23

Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages

WDMESC: Paraprofessional: Early Childhood (additional module)

246497 - Jul 21, 2015 8:30 am - 3:30 pm 6.00 5 15

Instructional Strategies

WDMESC: Word Study/Phonics Day 1 and 2 (Grades 2-3)

243037 - Jul 22, 23, 2015 8:30 am - 3:30 pm 12.00 6 9

Instructional Strategies

WDMESC: Understanding and Implementing Effective Strategies with Students with Mental Health Needs

244436 - Jul 22, 2015 8:30 am - 3:30 pm 6.00 9 25

CPR, Non-Curricular, Principles of Learning Developmental Stages

WDMESC: What Your Observer May Be Looking For During Your Observation 245350 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	8	18
WDMESC: Calibration and Coaching in TESS for Administrators 246832 - Jul 22, 2015 8:30 am - 3:30 pm	6.00	7	8
Instructional Leadership			
WDMESC: Popular High School Lessons- Drawing, Painting, Printmaking, Mixed Media and Digital Art. 242294 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	7	7
Assessment, Educational Technology, Instructional Strategies			
WDMESC: Researching to Deepen Understanding for Grades 6-12 242454 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	11	19
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional			
WDMESC: TESS & Teacher Fair Dismissal: Licensure/Background Checks & Human Relations for Administrators 244235 - Jul 23, 2015 8:30 am - 11:30 am	3.00	20	39

Page 12 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: BloomBoard Refresher for Administrators 248181 - Jul 23, 2015 12:30 pm - 3:30 pm	3.00	17	40
WDMESC: Teaching Computer Coding (6 Hours) 250459 - Jul 23, 2015 8:30 am - 3:30 pm	6.00	4	4
Arkansas Content Standards Frameworks			
WDMESC: Disciplinary Literacy in Science for Grades 4-5 242455 - Jul 27, 2015 8:30 am - 3:30 pm	6.00	6	8
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC: Word Study/Phonics Day 1 and 2 (Grades 4-5) 243039 - Jul 27, 28, 2015 8:30 am - 3:30 pm	12.00	5	5
WDMESC: Geometry K-5 243557 - Jul 27, 28, 2015 8:30 am - 3:30 pm	12.00	3	8
Arkansas Content Standards Frameworks, Assessment, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: ACSIP Workday/ Statewide Field Test Training 250866 - Jul 27, 2015 8:30 am - 4:00 pm	6.00	26	59
WDMESC: The New Traveler Database 258070 - Jul 27, 2015 8:30 am - 11:30 am	3.00	11	16
WDMESC: Disciplinary Literacy in Science for Grades 6-8 242456 - Jul 28, 2015 8:30 am - 3:30 pm	6.00	7	8

WDMESC: Executive Function Dysfunction**242850 - Jul 28, 2015 8:30 am - 3:30 pm****6.00****10****23**

Principles of Learning Developmental Stages

WDMESC: Teaching Gifted and Talented in the Secondary Content Classroom**242982 - Jul 28, 2015 8:30 am - 3:30 pm****6.00****9****17**

Instructional Strategies

WDMESC: Google Classroom**243171 - Jul 28, 2015 12:30 pm - 3:30 pm****3.00****10****18**

Building a Collaborative Learning Community, Educational Technology

WDMESC: Missing Children/Human Trafficking Awareness**244169 - Jul 29, 2015 8:30 am - 11:30 am****3.00****9****19**

Non-Curricular

WDMESC: FISH! Philosophy - Administration Day**245697 - Jul 30, 2015 8:30 am - 12:30 pm****4.00****15****65**

Building a Collaborative Learning Community

WDMESC: eSchool Registration Training**259226 - Jul 30, 2015 9:00 am - 3:30 pm****6.00****11****21****WDMESC: BOARD OF DIRECTORS MONTHLY MEETING****259910 - Jul 30, 2015 11:30 am - 2:00 pm****2.00****11****11**

Instructional Leadership

Page 13 of 27

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: CLASS: Reading and Writing Argument			
242458 - Aug 3, 4, 2015 8:30 am - 3:30 pm	12.00	5	8
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies			
WDMESC: Cognitively Guided Instruction (CGI) Year 3			
243546 - Aug 3, 4, 5, 2015 8:30 am - 3:30 pm	18.00	8	20
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Mathematics in Today's Classroom: Piecing it Together Grades 6-8			
244020 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	11	18
Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Novice Teacher Mentor Training			
244897 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	10	18
Mentoring Coaching			
WDMESC: Classroom Management, Effective Instruction, and Student Motivation: The Keys to Raising Student Achievement			
245295 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	18	65
Building a Collaborative Learning Community, Classroom Management			
WDMESC: Incidental Teaching			
259301 - Aug 3, 2015 8:30 am - 3:30 pm	6.00	2	15

Instructional Strategies, Principles of Learning Developmental Stages

WDMESC: Mathematics in Today's Classroom: Piecing it Together Grades 3-5 244026 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	10	18
Common Core State Standards, Instructional Strategies			
WDMESC: Classroom Management, Effective Instruction, and Student Motivation: The Keys to Raising Student Achievement 245627 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	17	70
Classroom Management			
WDMESC: RETHINK 259298 - Aug 4, 2015 8:30 am - 3:30 pm	6.00	3	21
Assessment ,Educational Technology, Instructional Strategies			
WDMESC: Mathematics in Today's Classroom: Piecing it Together Grades 9-12 244030 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	7	10
Common Core State Standards, Instructional Strategies			
WDMESC: BUSINESS TECHNOLOGY Grades 5-6 244422 - Aug 5, 6, 7, 2015 8:30 am - 3:30 pm	18.00	13	27
Arkansas Content Standards Frameworks, Curriculum Alignment, Educational Technology			
WDMESC: EC IDEA Review/ARMAC Training/Teen Suicide Prevention 259304 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	3	23
Non-Curricular			
Project LearningTree 262292 - Aug 5, 2015 8:30 am - 3:30 pm	6.00	3	15
Instructional Strategies			
WDMESC: Mathematics in Today's Classroom: Piecing it Together Grades K-2 244035 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	7	17
Common Core State Standards, Instructional Strategies			

Page 14 of 27

Summary Attended

Printed Date: 6/9/2016

Last modified:6/9/2016

Session	Credits	Districts	Attended
WDMESC: SIM: Content Enhancement Routines 244183 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	4	21
Common Core State Standards, Instructional Strategies			
WDMESC: Special Health Care Training for Paraprofessionals 244471 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	11	16
Health Physical Activity			
WDMESC: TESS Law and Process 250551 - Aug 6, 2015 12:30 pm - 3:30 pm	3.00	7	18
Instructional Strategies			
WDMESC: Review Early Childhood Standards/5 Developmental Domains/Standardized and Programming Assessments/Curriculum 259283 - Aug 6, 2015 8:30 am - 3:30 pm	6.00	4	22
Arkansas Content Standards Frameworks, Assessment, Curriculum Alignment, Instructional Strategies			

WDMESC: ADE Parental Involvement Technical Assistance 257399 - Aug 7, 2015 9:00 am - 12:00 pm	3.00	7	13
Parental Involvement			
WDMESC: American Heart Association/Heartsaver Cardiopulmonary Resuscitation and Automated External Defibrillator 242353 - Aug 10, 2015 12:30 pm - 3:30 pm	3.00	3	4
Arkansas Content Standards Frameworks			
WDMESC: American Heart Association/Heartsaver Cardiopulmonary Resuscitation and Automated External Defibrillator 242357 - Aug 10, 2015 8:30 am - 11:30 am	3.00	1	1
Arkansas Content Standards Frameworks			
WDMESC: IDEA: Referral to Eligibility Due Process Paperwork Requirements 259299 - Aug 10, 2015 8:30 am - 3:30 pm	6.00	3	17
Non-Curricular			
Comprehension Strategies 262463 - Aug 10, 2015 8:30 am - 11:30 am	3.00	2	12
Instructional Strategies			
Differentiation 262557 - Aug 10, 2015 8:30 am - 3:30 pm	6.00	2	28
Instructional Strategies			
WDMESC: American Heart Association/Heartsaver Cardiopulmonary Resuscitation and Automated External Defibrillator 242355 - Aug 11, 2015 12:30 pm - 3:30 pm	3.00	3	5
Arkansas Content Standards Frameworks			
WDMESC: Early Childhood Outcome 259302 - Aug 11, 2015 8:30 am - 3:30 pm	6.00	3	18
Principles of Learning Developmental Stages			
WDMESC: Paraprofessional Training: Foundations of Special Education 244474 - Aug 12, 2015 8:30 am - 3:30 pm	6.00	9	15
Instructional Strategies			
WDMESC: Required Behavior Module for Paraprofessionals 244315 - Aug 13, 2015 8:30 am - 3:30 pm	6.00	7	11
Instructional Strategies			

Page 15 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Child Nutrition Updates (Taped Zoom) 262503 - Aug 13, 2015 9:00 am - 12:00 pm	3.00	2	4
WDMESC: Virtual Arkansas Facilitator Training 257282 - Aug 14, 2015 8:30 am - 3:00 pm	6.00	16	32
Instructional Strategies			
WDMESC: Positive Behavioral Interventions for Students with Autism Spectrum Disorder			

(ASD) and/or Students with Attention Deficit Hyperactive Disorder (ADHD)

262544 - Aug 14, 2015 8:30 am - 3:30 pm	6.00	1	50
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Cognitive Research, Data Disaggregation, Instructional Strategies, Principles of Learning Developmental Stages, Systemic Change Process

WDMESC: More than Sad Teen Suicide - Depression -AR IDEAS.

262834 - Aug 17, 2015 12:00 pm - 3:00 pm	2.50	17	38
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WDMESC: eSchool Attendance Training

263088 - Aug 25, 2015 9:00 am - 3:30 pm	5.50	13	27
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Educational Technology

WDMESC: Gifted and Talented Annual Meeting with Arkansas Department of Education

242986 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	16	16
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Non-Curricular

WDMESC: Creating Effective Standards-Based Individual Education Programs (3 Day Training)

257564 - Aug 28, 2015 8:30 am - 3:30 pm	6.00	19	53
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Curriculum Alignment

WDMESC: ESL Coordinators Meeting

265806 - Sep 1, 2015 9:00 am - 2:30 pm	5.00	8	12
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Instructional Leadership

WDMESC: Personal Care Training

260811 - Sep 2, 2015 8:30 am - 3:00 pm	0.00	6	21
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Arkansas Content Standards Frameworks

WDMESC: Assistant Superintendents'/Curriculum Coordinators' PLC

263172 - Sep 3, 2015 10:00 am - 2:00 pm	4.00	11	12
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Instructional Leadership

WDMESC: Teaching Gifted and Talented in the Secondary Content Classroom

265802 - Sep 3, 2015 8:30 am - 3:30 pm	6.00	7	11
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Instructional Strategies

WDMESC: October Cycle 2 Reporting of Free/Reduced Price Eligibles via eSchool for the SY 2015-16

266205 - Sep 3, 2015 12:45 pm - 4:00 pm	3.00	1	2
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WDMESC: Novice Teacher Mentor Training

265972 - Sep 4, 2015 8:30 am - 3:30 pm	6.00	9	11
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Mentoring Coaching

WDMESC: Federal Programmers PLC

263173 - Sep 8, 2015 9:00 am - 2:00 pm	4.00	14	16
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Instructional Strategies

Page 16 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Medical Training			

266485 - Sep 10, 2015 9:00 am - 3:00 pm	6.00	10	14
WDMESC: SMS Required Fields Workshop 266487 - Sep 15, 2015 9:00 am - 3:30 pm	6.00	17	29
Non-Curricular			
WDMESC: Board of Director's Monthly Meeting 267647 - Sep 16, 2015 10:00 am - 2:00 pm	4.00	13	13
WDMESC: CGI Leadership Institute Cohort A 265817 - Sep 21, 22, 2015 8:30 am - 3:30 pm	12.00	17	24
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Paraprofessional Training for Students with Special Health Care Needs (Training for Paraprofessionals) 266442 - Sep 21, 2015 8:30 am - 3:30 pm	6.00	4	10
Arkansas Content Standards Frameworks			
WDMESC: Orton-Gillingham Dyslexia Workshop 268057 - Sep 21, 22, 23, 25, 28, 2015 8:30 am - 4:30 pm	30.00	5	17
Non-Curricular			
WDMESC: Math Coaches and Leaders Meeting 265818 - Sep 22, 2015 8:30 am - 3:30 pm	6.00	12	18
Common Core State Standards, Instructional Strategies			
Weiner Elementary Creativity College Site Visit 266754 - Sep 22, 2015 6:00 am - 3:00 pm	6.00	8	8
Instructional Leadership, Instructional Strategies			
WDMESC: TESS Law and Process 266618 - Sep 23, 2015 12:30 pm - 3:30 pm	3.00	8	20
WDMESC: Google Classroom 266825 - Sep 23, 2015 8:30 am - 11:30 am	3.00	1	1
Educational Technology			
WDMESC: Report Card Workshop 266492 - Sep 24, 2015 9:00 am - 3:30 pm	6.00	13	28
WDMESC: Literacy Leaders Meeting 263288 - Sep 28, 2015 12:30 pm - 3:30 pm	6.00	1	1
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
WDMESC: Picture Book Science 267446 - Sep 28, 2015 8:30 am - 3:30 pm	6.00	8	12
Instructional Strategies			
WDMESC: Gatekeeper Teen Suicide Awareness and Prevention 267693 - Sep 28, 2015 8:30 am - 10:30 am	2.00	2	4
Instructional Leadership			

Summary Attended

Printed Date: 6/9/2016

last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Cognitively Guided Instruction (CGI) Year 1			
265845 - Sep 29, 30, 2015 8:30 am - 3:30 pm	0.00	11	25
Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: The Foundations (This is a Paraprofessional training)			
266445 - Sep 29, 2015 8:30 am - 3:30 pm	6.00	3	9
Arkansas Content Standards Frameworks			
WDMESC: Technology Coordinator Training			
269610 - Sep 30, 2015 8:30 am - 3:30 pm	6.00	11	11
Educational Technology			
WDMESC: Science Leadership Meeting			
265907 - Oct 1, 2015 8:30 am - 3:30 pm	6.00	12	27
Instructional Leadership			
WDMESC: Google Classroom			
266826 - Oct 1, 2015 8:30 am - 11:30 am	3.00	2	3
Educational Technology			
WDMESC: High School Principals' PLC			
267603 - Oct 1, 2015 10:00 am - 2:00 pm	4.00	11	15
Instructional Leadership			
WDMESC: G/T Coordinator's Meeting			
265808 - Oct 2, 2015 9:00 am - 2:00 pm	5.00	14	14
Non-Curricular			
WDMESC: Science Leadership Meeting			
266850 - Oct 2, 2015 8:30 am - 3:30 pm	6.00	11	15
Instructional Leadership			
WDMESC: Cognitively Guided Instruction (CGI) Year 2			
267918 - Oct 5, 2015 8:30 am - 3:30 pm	6.00	12	24
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Required Behavior Module for Paraprofessionals			
266454 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	5	12
Instructional Strategies			
WDMESC: eSchool Workday			
266627 - Oct 6, 2015 8:30 am - 3:30 pm	6.00	4	6
WDMESC: Mathematics Design Collaborative (MDC)			
258658 - Oct 7, 2015 8:30 am - 3:30 pm	6.00	9	19
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment			
WDMESC: Google Drive for Beginners			
266923 - Oct 7, 2015 8:30 am - 11:30 am	3.00	2	10
Educational Technology			
WDMESC: eSchool Workday			

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Elementary Principals' PLC			
267605 - Oct 8, 2015 10:00 am - 2:00 pm	0.00	14	17
Instructional Leadership			
WDMESC: AP Coordinators Meeting			
265810 - Oct 13, 2015 8:00 am - 3:00 pm	6.00	10	12
Instructional Strategies			
WDMESC: Federal Programmers PLC			
268223 - Oct 13, 2015 9:00 am - 2:00 pm	6.00	8	9
WDMESC: WDM ED TECH COACHES			
266925 - Oct 14, 2015 9:00 am - 3:30 pm	6.00	5	8
Building a Collaborative Learning Community, Mentoring Coaching			
WDMESC: eSchool Workday			
266632 - Oct 15, 2015 8:30 am - 3:30 pm	6.00	2	3
WDMESC: Literacy Leaders Meeting			
266532 - Oct 19, 2015 12:30 pm - 3:30 pm	3.00	7	12
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
WDMESC: ACT Aspire Accessibility Features and Accommodations			
267078 - Oct 20, 2015 8:30 am - 11:30 am	3.00	19	69
WDMESC: Board of Director's Monthly Meeting			
269525 - Oct 21, 2015 10:00 am - 2:00 pm	3.00	13	14
WDMESC: Teacher Center Committee Meeting			
268213 - Oct 22, 2015 9:00 am - 3:00 pm	6.00	13	13
Instructional Leadership			
WDMESC: Fall Counselor Meeting - ADE Updates and Counseling Issues			
265470 - Oct 26, 2015 8:30 am - 3:30 pm	6.00	20	63
WDMESC: Math Coaches and Leaders Meeting			
265909 - Oct 27, 2015 8:30 am - 3:30 pm	6.00	13	16
Common Core State Standards, Instructional Strategies			
WDMESC: Creating Effective Standards-Based Individual Education Programs (3 Day Training)			
257567 - Oct 28, 2015 8:30 am - 3:30 pm	6.00	20	49
Curriculum Alignment			

WDMESC: Cognitively Guided Instruction (CGI) Year 2 269270 - Oct 28, 2015 8:30 am - 3:30 pm	12.00	9	25
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Library Media Specialists 268482 - Oct 29, 2015 9:00 am - 3:30 pm	6.00	9	14
Educational Technology			
WDMESC: ACT Aspire -Technology 267827 - Nov 4, 2015 9:00 am - 3:00 pm	6.00	12	28
Assessment			

Page 19 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: Asst. Superintendents and Curriculum Directors 269529 - Nov 4, 2015 10:00 am - 2:00 pm	4.00	6	6
Instructional Leadership			
WDMESC: PCMA-Practitioner-Re-Certification (Central Only) 269873 - Nov 4, 2015 8:00 am - 3:30 pm	7.00	3	9
WDMESC: Federal Programmers PLC 269750 - Nov 10, 2015 9:00 am - 2:00 pm	5.00	6	7
WDMESC: ESL Coordinators Meeting 265814 - Nov 12, 2015 9:00 am - 2:30 pm	5.00	9	11
Instructional Leadership			
WDMESC: Literacy Leaders Meeting 266535 - Nov 16, 2015 12:30 pm - 3:30 pm	3.00	9	23
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
WDMESC: Science Leadership Meeting 266781 - Nov 16, 2015 8:30 am - 3:30 pm	6.00	14	32
Instructional Leadership			
WDMESC: ACT Aspire -Technology 268124 - Nov 17, 2015 9:00 am - 3:00 pm	6.00	8	18
WDMESC: Data Collection Workshop 269519 - Nov 17, 2015 8:30 am - 3:30 pm	6.00	15	38
Data Disaggregation, Instructional Strategies			
WDMESC: Science Leadership Meeting 266785 - Nov 18, 2015 8:30 am - 3:30 pm	6.00	14	24
Instructional Leadership			
WDMESC: E-rate Training Day 269288 - Nov 18, 2015 9:00 am - 3:00 pm	6.00	12	18
Non-Curricular			

WDMESC: ACT Aspire -Technology 268208 - Nov 19, 2015 9:00 am - 3:30 pm	6.00	5	8
WDMESC: Child Maltreatment Training 270588 - Nov 20, 2015 8:45 am - 10:45 am Building a Collaborative Learning Community	2.00	8	10
WDMESC: Dyslexia Awareness -Facts, Terminology, and Common Indicators 270590 - Nov 20, 2015 10:45 am - 12:00 pm Arkansas Content Standards Frameworks, Cognitive Research, Principles of Learning Developmental Stages	1.00	8	10
WDMESC: WDM Ed Tech Coaches 270068 - Dec 1, 2015 9:00 am - 3:30 pm Building a Collaborative Learning Community, Educational Technology, Mentoring Coaching	6.00	6	8
WDMESC: Cognitively Guided Instruction (CGI) Year 3 271288 - Dec 1, 2, 2015 7:30 am - 3:30 pm Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages	12.00	9	23

Page 20 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: High School Principals' PLC 270485 - Dec 3, 2015 10:00 am - 2:00 pm Supervision	4.00	7	8
WDMESC: Cognitively Guided Instruction (CGI) Year 3 271290 - Dec 3, 4, 2015 8:30 am - 3:30 pm Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages	12.00	9	20
WDMESC: Federal Coordinators PLC Meeting 270487 - Dec 8, 2015 9:00 am - 2:00 pm Supervision	5.00	9	10
WDMESC: Google Drive for Beginners 271527 - Dec 9, 2015 9:00 am - 12:15 pm Educational Technology	2.00	2	2
WDMESC: Elementary Principals' PLC 270482 - Dec 10, 2015 10:00 am - 2:00 pm Supervision	4.00	8	9
WDMESC: G/T Coordinator's Meeting 265812 - Dec 11, 2015 9:00 am - 2:00 pm Non-Curricular	5.00	9	9
WDMESC: Math Coaches and Leaders Meeting 266603 - Dec 15, 2015 8:30 am - 3:30 pm Common Core State Standards, Instructional Strategies	6.00	12	19
WDMESC: DTC ACT Aspire Work Day 270459 - Jan 7, 2016 9:00 am - 12:00 pm Assessment	3.00	4	6

WDMESC: Assistant Superintendent/Curriculum Directors' PLC Meeting 271660 - Jan 7, 2016 10:00 am - 2:00 pm	4.00	6	7
Advocacy Leadership, Supervision			
WDMESC: Math Coaches and Leaders Meeting 266604 - Jan 12, 2016 8:30 am - 3:30 pm	6.00	13	16
Common Core State Standards, Instructional Strategies			
WDMESC: Federal Coordinators' PLC 271648 - Jan 12, 2016 9:00 am - 2:00 pm	5.00	8	10
Advocacy Leadership, Supervision			
WDMESC: Teacher Center Committee Meeting 273325 - Jan 14, 2016 9:00 am - 2:00 pm	5.00	11	12
Data Disaggregation, Instructional Leadership			
WDMESC: SIM CER: Vocabulary 273693 - Jan 15, 2016 8:30 am - 11:30	3.00	1	6
Instructional Strategies			
WDMESC: SIM - Concept Mastery 273697 - Jan 15, 2016 12:30 pm - 3:30 pm	3.00	2	9
WDMESC: DTC ACT Aspire Work Day 270461 - Jan 20, 2016 9:00 am - 12:00 pm	3.00	3	6
Assessment			

Page 21 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: ESL Coordinators Meeting 265982 - Jan 25, 2016 9:00 am - 2:30 pm	5.00	7	8
Instructional Leadership			
WDMESC: Literacy Leaders Meeting 266541 - Jan 25, 2016 12:30 pm - 3:30 pm	3.00	12	21
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
WDMESC: CGI Leadership Institute Cohort A 272547 - Jan 25, 26, 2016 8:30 am - 3:30 pm	12.00	17	25
Arkansas Content Standards Frameworks, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: ACT Aspire - DTC Training - Administration 267829 - Jan 26, 2016 9:00 am - 3:00 pm	6.00	18	29
Assessment			
WDMESC: CGI Leadership Institute Cohort B 272551 - Jan 27, 28, 29, 2016 8:30 am - 3:30 pm	18.00	25	29
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Curriculum Alignment, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC and Harding STEM: ACT Aspire: Planning Math Instruction to Help Students Be Successful, Grades 3-6 272166 - Jan 29, 2016 8:30 am - 11:30 am	3.00	16	39

Assessment, Instructional Strategies

WDMESC and Harding STEM: ACT Aspire: Planning Math Instruction to Help Students Be Successful, Grades 3-6

272168 - Jan 29, 2016 12:30 pm - 3:30 pm 3.00 11 34

Assessment, Instructional Strategies

WDMESC: TESS/LEADS for Principals

273341 - Feb 2, 2016 8:30 am - 11:30 am 3.00 7 13

Advocacy Leadership, Supervision

WDMESC: LEADS for Superintendents

273346 - Feb 2, 2016 12:30 pm - 3:30 pm 3.00 6 8

Advocacy Leadership, Supervision

WDMESC: Next Year Database Setups

273572 - Feb 2, 2016 9:00 am - 4:00 pm 6.00 18 25

Non-Curricular

WDMESC: ACT Aspire Work Day for DTC'S

273161 - Feb 3, 2016 9:00 am - 12:00 pm 3.00 5 12

Assessment

WDMESC: AR RTI Overview Module

275096 - Feb 3, 2016 8:00 am - 10:30 am 2.50 2 8

Instructional Strategies

WDMESC: AR RTI Overview Module

275097 - Feb 3, 2016 10:45 am - 12:45 pm 2.00 2 8

Instructional Strategies

Page 22 of 27

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: ZOOM - February Distance Learning: Fresh Fruit and Vegetable Program Application Process, Summer Feeding, Community Eligibility, Afterschool Snacks, Severe Need, and No Kid Hungry Updates			
273172 - Feb 4, 2016 1:00 pm - 4:00 pm	3.00	2	2
Non-Curricular			
WDMESC: High School Principals' PLC			
274546 - Feb 4, 2016 10:00 am - 2:00 pm	4.00	7	8
Supervision			
WDMESC: ACT ASPIRE: Reading, English and Writing 3-6			
273471 - Feb 5, 2016 8:30 am - 11:30 am	3.00	20	55
Assessment, Instructional Strategies			
WDMESC: ACT Aspire: English, Reading and Writing 7-11			
273474 - Feb 5, 2016 12:30 pm - 3:30 pm	3.00	15	45
Assessment, Instructional Strategies			

WDMESC: Cognitively Guided Instruction (CGI) Year 3 273421 - Feb 8, 9, 2016 8:30 am - 3:30 pm	12.00	10	28
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: BSS Monthly Mentee Meeting (Private) 275035 - Feb 8, 2016 12:00 pm - 4:00 pm	4.00	6	7
Instructional Strategies, Mentoring Coaching, Principles of Learning Developmental Stages, Supervision, Systemic Change Process			
WDMESC and Harding STEM: ACT Aspire: Planning Math Instruction to Help Students Be Successful Grades 7-11 272162 - Feb 9, 2016 8:30 am - 11:30 am	3.00	11	27
Assessment, Instructional Strategies			
WDMESC and Harding STEM: ACT Aspire: Planning Math Instruction to Help Students Be Successful Grades 7-11 272164 - Feb 9, 2016 12:30 pm - 3:30 pm	3.00	11	26
Assessment, Instructional Strategies			
WDMESC: ACT Aspire Work Day for DTC'S 273162 - Feb 10, 2016 9:00 am - 12:00 pm	3.00	4	7
Assessment			
WDMESC: Cognitively Guided Instruction (CGI) Year 3 273422 - Feb 10, 11, 2016 8:30 am - 1:30 pm	12.00	8	20
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Board of Director's Monthly Meeting 275497 - Feb 10, 2016 10:00 am - 2:00 pm	4.00	16	18
WDMESC: Elementary School Principals' PLC 275062 - Feb 11, 2016 10:00 am - 2:00 pm	4.00	7	9
Supervision			
WDMESC: Math Coaches and Leaders Meeting 266605 - Feb 16, 2016 8:30 am - 11:30 am	3.00	7	10
Common Core State Standards, Instructional Strategies			

Page 23 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: ACSIP Statewide Field Test Workday 273092 - Feb 16, 2016 9:00 am - 3:00 pm	5.00	10	21
Advocacy Leadership, Supervision			
WDMESC: Cognitively Guided Instruction (CGI) Year 1 273424 - Feb 18, 2016 8:30 am - 3:30 pm	6.00	15	30
Arkansas Content Standards Frameworks, Assessment, Building a Collaborative Learning Community, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			

WDMESC: Ed Tech Coaches			
275161 - Feb 18, 2016 12:00 pm - 3:00 pm	3.00	4	6
Educational Technology			
WDMESC: Literacy Leaders Meeting			
266542 - Feb 22, 2016 12:30 pm - 3:30 pm	3.00	11	19
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
WDMESC: Cognitively Guided Instruction (CGI) Year 2			
273423 - Feb 22, 2016 8:30 am - 3:30 pm	6.00	11	25
Arkansas Content Standards Frameworks, Cognitive Research, Common Core State Standards, Instructional Strategies, Principles of Learning Developmental Stages			
WDMESC: Local Regional Advisory Council Meeting			
278608 - Feb 22, 2016 8:30 am - 3:30 pm	6.00	15	50
Fiscal Management, on-Curricular			
WDMESC: Counseling & Scheduling for Career Pathways			
276318 - Feb 23, 2016 8:30 am - 11:30 am	3.00	2	2
Building a Collaborative Learning Community			
WDMESC: 2016 Kindergarten Transition			
274652 - Feb 25, 2016 8:30 am - 11:30 am	3.00	14	32
Arkansas Content Standards Frameworks, Principles of Learning Developmental Stages			
WDMESC: Science Leadership Meeting			
266787 - Feb 29, 2016 8:30 am - 3:30 pm	6.00	12	31
Instructional Leadership			
WDMESC: Scheduling Workshop/Workday			
277113 - Mar 1, 2016 9:00 am - 3:30 pm	6.00	4	7
Non-Curricular			
WDMESC: Scheduling Workshop/Workday			
277115 - Mar 3, 2016 9:00 am - 3:30 pm	6.00	7	12
Non-Curricular			
WDMESC: Assistant Superintendent and Curriculum Director PLC			
278569 - Mar 3, 2016 10:00 am - 2:00 pm	4.00	5	5
Supervision			
WDMESC: Teacher Center Committee Meeting			
278958 - Mar 4, 2016 9:00 am - 2:00 pm	6.00	10	10
Instructional Leadership			
WDMESC: Science Leadership Meeting			
266788 - Mar 7, 2016 8:30 am - 3:30 pm	6.00	14	22
Instructional Leadership			

Page 24 of 27

Summary Attended

Printed Date: 6/9/2016 last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: BSS Monthly Mentee Meeting (Private)			
275039 - Mar 7, 2016 9:00 am - 3:00 pm	6.00	5	6

Instructional Strategies, Mentoring Coaching, Principles of Learning Developmental Stages, Supervision, Systemic Change Process

WDMESC: BSS Monthly Meeting (Private) 273596 - Mar 8, 2016 8:30 am - 3:30 pm	6.00	7	8
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Instructional Strategies, Mentoring Coaching, Principles of Learning Developmental Stages, Supervision, Systemic Change Process

WDMESC: Data Collection for Challenging Behaviors 280321 - Mar 9, 2016 1:30 pm - 3:00 pm	1.50	1	3
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Instructional Strategies, Mentoring Coaching, Principles of Learning Developmental Stages, Supervision, Systemic Change Process

WDMESC: G/T Coordinator's Meeting 265975 - Mar 10, 2016 9:00 am - 2:00 pm	5.00	12	12
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Non-Curricular

WDMESC: ADE Bookkeepers' Meeting 280347 - Mar 10, 2016 10:00 am - 12:00 pm	2.00	12	19
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Fiscal Management

WDMESC: Literacy Leaders Meeting 266544 - Mar 14, 2016 12:30 pm - 3:30 pm	3.00	10	20
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Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies

WDMESC: Federal Coordinators 278730 - Mar 14, 2016 9:00 am - 2:00 pm	5.00	6	6
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Advocacy Leadership

WDMESC: Math Coaches and Leaders Meeting 266606 - Mar 16, 2016 8:30 am - 3:30 pm	6.00	13	15
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Common Core State Standards, Instructional Strategies

WDMESC: Board of Director's Monthly Meeting 281119 - Mar 16, 2016 10:00 am - 2:00 pm	4.00	15	15
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WDMESC: eSchoolPlus Upgrade from 2.4 to 3.1 Day One 279771 - Mar 28, 2016 9:00 am - 4:00 pm	6.00	17	30
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WDMESC: eSchoolPlus Upgrade from 2.4 to 3.1 Day Two 279776 - Mar 29, 2016 8:30 am - 4:00 pm	6.00	18	34
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WDMESC: eSchoolPlus Upgrade from 2.4 to 3.1 Day Three 279778 - Mar 30, 2016 9:00 am - 3:00 pm	6.00	17	31
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WDMESC: Virtual AR Annual Update and Registration Training 281281 - Mar 31, 2016 9:00 am - 3:00 pm	6.00	8	12
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Supervision

WDMESC: Elementary Scheduling Workshop/Workday 281862 - Apr 5, 2016 9:00 am - 3:30 pm	6.00	11	20
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Non-Curricular

Summary Attended

Printed Date: 6/9/2016

Last modified: 6/9/2016

Session	Credits	Districts	Attended
WDMESC: High School Principals' PLC 282546 - Apr 7, 2016 10:00 am - 2:00 pm	4.00	4	6
Supervision			
WDMESC: ESL Coordinators Meeting 265983 - Apr 11, 2016 9:00 am - 2:30 pm	5.00	8	10
Instructional Leadership			
WDMESC: Math Coaches and Leaders Meeting 266607 - Apr 12, 2016 8:30 am - 3:30 pm	5.00	9	10
Common Core State Standards, Instructional Strategies			
WDMESC: Federal Coordinators' PLC 282556 - Apr 12, 2016 9:00 am - 2:00 pm	5.00	8	8
Advocacy Leadership			
WDMESC: Elementary Principals' PLC 282560 - Apr 13, 2016 10:00 am - 2:00 pm	4.00	4	5
Supervision			
WDMESC: Virtual AR Annual Update and Registration Training 281287 - Apr 28, 2016 9:00 am - 3:00 pm	6.00	7	14
Supervision			
WDMESC: Word Study: A focus on Phonics for Decoding Instruction 283846 - May 5, 2016 8:30 am - 3:30 pm	6.00	13	37
Instructional Strategies			
WDMESC: Federal Coordinators' PLC 283245 - May 10, 2016 10:00 am - 2:00 pm	5.00	7	8
Advocacy Leadership, Supervision			
WDMESC: Assistant Superintendents/Curriculum Directors PLC 283279 - May 12, 2016 10:00 am - 2:00 pm	5.00	4	5
Instructional Strategies			
WDMESC: Math Coaches and Leaders Meeting 266608 - May 13, 2016 8:30 am - 3:30 pm	6.00	12	23
Common Core State Standards, Instructional Strategies			
WDMESC: Cloud Web Security Training 285927 - May 13, 2016 8:30 am - 4:00 pm	6.00	14	19
Non-Curricular			
WDMESC: Literacy Leaders Meeting 266547 - May 16, 2016 12:30 pm - 3:30 pm	3.00	10	19
Arkansas Content Standards Frameworks, Common Core State Standards, Instructional Strategies			
WDMESC: eSchool Workday 285561 - May 17, 2016 8:30 am - 3:30 pm	6.00	1	2
WDMESC: eSchool Workday 285563 - May 18, 2016 8:30 am - 4:30 pm	6.00	6	9

WDMESC:eSchoolWorkday			
285566 - May 19, 2016 8:30 am - 3:30 pm	6.00	4	4

Page 26 of 27

Summary Attended

Printed Date: 6/9/2016 Last modified:6/9/2016

Session	Credits	Districts	Attended
WDMESC: Federal Coordinators PLC			
287622 - May 26, 2016 9:00 am - 3:00 pm	6.00	9	10
Supervision, Systemic ChangeProcess			
GRAND TOTAL:	39461.50	135	6482

Page 27 of 27

Arkansas Department of Education
Rules Governing the Arkansas Financial Accounting and Reporting System
and Annual Training Requirements

January 16, 2012

1.00 Regulatory Authority

- 1.01 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-11-128, 6-13-620, 6-17-410, 6-20-1805, 6-20-2002, 6-20-2004, 6-20-2104, 6-20-2202, 6-20-2203 and 6-20-2207 6-20-2201 et seq., 6-23-105, 26-26-1907, and 26-80-101.

2.00 Purpose

- 2.01 These rules shall be applied to all school districts, open enrollment public charter schools, and education service cooperatives for the purposes of accounting and reporting revenues and expenditures and for providing required training.

3.00 Definitions

For purposes of these rules, the following terms shall be defined to mean:

- 3.01 Annual Financial Budget (AFB) – the annual budget of expenditures and receipts required in Ark. Const. Art. 14, § 3, and Ark. Code Ann. §§ 6-11-128, 6-13-620 and 6-20-2202.
- 3.02 Annual Financial Report (AFR) – the fiscal year annual report of financial information ~~for the prior fiscal year~~ as required by Ark. Code Ann. §6-20-2202.
- 3.03 ~~Approved Budget (AFB) – a budget (AFB)~~ an AFB that has received the required written notification from the Department that the ~~budget~~ AFB presented was not identified as deficient as of February 15 of the current year.
- 3.04 ~~APSCN~~ – Arkansas Public School Computer Network (APSCN).
- 3.05 Arkansas Financial Accounting Handbook – the uniform chart of accounts and related codes which are established by the Department and incorporated into these rules as the “Arkansas Handbook, and used for accounting and financial reporting of all public schools, school districts, open enrollment charter schools, and education service cooperatives.
- 3.06 Athletic Expenditures – all direct and indirect expenses related to interschool athletic programs, prorated if necessary.

- 3.07 Budget (~~AFB~~) Review – the process of determining if the AFB submitted to the Department meets the mandated expenditure requirements in effect for the appropriate year and that budgeted revenue, expenditures and fund balances are reasonable and in compliance with law.
- 3.08 Court-Ordered Desegregation Funding – state funds received by a an LEA under a federal court order or a settlement agreement in desegregation litigation.
- 3.09 Deficient – a finding by the Department auditors that budget or financial accountability reports do not meet the mandated expenditure requirements in effect for the appropriate year; that budget or financial accountability reports contain one or more material misstatements of financial information; or that budgeted revenue, expenditures and fund balances are not in compliance with law or Department rules.
- 3.10 ~~Department—the~~ Arkansas Department of Education (Department).
- 3.11 Full-time Equivalent (FTE) – The amount of time an employee works during a school year (July 1 through June 30 of following calendar year) as a percentage of the amount of time a full-time employee in the same position would work during a school year.
- 3.12 Interschool Athletic Program – any athletic program which is organized primarily for the purpose of competing with other schools, public or private; or any athletic program which is subject to regulation by the Arkansas Activities Association.
- 3.13 Interschool Scholastic Activities – any interschool activity program that is outside the regular curriculum, excluding interschool athletic programs as defined by Ark. Code Ann. § 6-20-2002(3), which is organized primarily for the purpose of competing with other schools, public or private; or any program or activity, excluding interschool athletic programs as defined by Ark. Code Ann. § 6-20-2002(3), which is subject to regulation by the Arkansas Activities Association.
- 3.14 Interschool Scholastic Activity Expenditures – all direct and indirect expenses related to interschool scholastic activities, prorated if necessary.
- 3.15 Local Educational Agency (LEA) – all Arkansas public school districts, open-enrollment public charter schools and education service cooperatives.
- 3.16 Material Findings – a financial condition that jeopardizes the fiscal integrity of the school district.

- 3.17 ~~SBE—the~~ Arkansas State Board of Education (SBE)
- 3.18 Special Needs Categories – the state funding categories of Alternative Learning Environments, English Language Learners, National School Lunch Act funding, and Professional Development.
- 3.19 State Funds – all money derived from state revenues, specifically including but not limited to, distributions from the Department of Education Public School Fund Account and uniform rate of tax ad valorem property taxes distributed to a public school or school district.
- 3.20 Tier I & II Employees – those employees described as Tier I or Tier II employees in § 7 10 of this rule.
- 3.21 Tier I & Tier II Training – that training described as Tier I or Tier II training in § 7 10 of this rule.
- 3.22 Valid Comparisons – comparisons deemed to be relevant to the subject material in substance and scope.

4.00 Annual Financial Report (AFR)

- 4.01 The AFR shall be electronically submitted to the Department by LEAs in the format required by the Department.
- 4.02 ~~APSCN shall have the programs necessary to collect the AFR data available to the LEAs at~~ At least fifteen (15) calendar days before the date required to submit the AFR, APSCN shall make available to the LEAs the programs needed to collect the AFR data.
- 4.03 The AFR shall be filed electronically with the Department by August 31 of each year. If August 31 is on a weekend or state holiday, the AFR electronic submission shall be on the first work day for state employees following the weekend or state holiday.
 - 4.03.1 For purposes of compliance with these rules, the official date of filing with the Department shall be the date and time the AFR is recorded as received by APSCN.
 - 4.03.2 If errors are discovered in the AFR by either the LEA or the Department, a corrected AFR may be resubmitted by September 15 of the same calendar year it was originally due. If September 15 is on a weekend or state holiday, the resubmission shall be on the first work day for state employees following the weekend or state holiday.

- 4.04 No changes shall be made to the LEA's financial data after it has been submitted to the Department as a part of the AFR, unless the AFR is resubmitted by the deadline specified in 4.03.2 of this rule.
- 4.05 Each LEA shall perform a final close of its fiscal year immediately following its submission of the AFR. If a resubmission is necessary and within the timeframe allowed by 4.03.2 of this rule, APSCN shall be contacted in order to re-open the fiscal year.
- 4.06 The data to be reported in the AFR includes, but is not limited to:
 - 4.06.1 The daily expenditures and receipts of the LEA;
 - 4.06.2 Information on fund balances maintained by the LEA, including without limitation, the:
 - 4.06.2.1 Sources of funds maintained as fund balances, to the extent practicable;
 - 4.06.2.2 Reasons for maintaining, instead of spending, the fund balances;
 - 4.06.2.3 Amount and identification of funds transferred between various funds during the past year;
 - 4.06.2.4 Amount of fund balances dedicated for the construction, maintenance, or repair of academic or athletic facilities.
 - 4.06.2.5 Information sufficient to verify whether funds allocated for educational purposes, including, but not limited to, student academic needs and the maintenance and operation of public school district facilities, are used for their intended purposes or retained by the school district in its fund balances.

5.00 Annual Financial Budget (AFB)

- 5.01 The AFB shall be electronically submitted to the Department by LEAs in the format required by the Department.
- 5.02 The AFB shall be filed electronically with the Department by September 30 of each year. If September 30 is on a weekend or state holiday, the AFB electronic submission shall be on the first work day for state employees following the weekend or state holiday.

- 5.02.1 For purposes of compliance with these rules, the official date of filing with the Department shall be the date and time the AFB is recorded as received by APSCN.
- 5.02.2 ~~APSCN shall have the programs necessary to collect the AFB data available to the LEAs at~~ At least fifteen (15) calendar days before the date required to submit the AFB, APSCN shall make available to the LEAs the programs needed to collect the AFB data.
- 5.03 The AFB shall be approved by the board of directors of each LEA at a legally held meeting and shall be signed by the president of the board of directors and the ex officio financial secretary of each LEA.
- 5.03.1 The order or resolution of the local board approving the AFB shall be signed by the president of the local board and the superintendent or director of each LEA.
- 5.03.2 If the AFB and the order or resolution approving the AFB are not filed with the Department on or before September 30 and as required by these rules, then all warrants or checks issued by the LEA after September 30 shall be declared invalid and the Superintendent and his or her surety shall be liable for any warrants or checks countersigned after the September 30 deadline.
- 5.03.3 If the AFB and the order or resolution approving the AFB are not filed with the Department on or before September 30 and as required by these rules, the Department ~~shall suspend distribution of all~~ may withhold state aid funded grants and aids for which an LEA is eligible until the reporting requirements of these rules are met in full compliance.

6.00 Full-time Equivalents (FTEs) and Average Salaries

- 6.01 Information regarding FTEs and Average Salaries shall be electronically submitted to the Department by LEAs in the format required by the Department.
- 6.02 Information regarding FTEs and Average Salaries shall be filed electronically with the Department by July 31 of each year. If July 31 is on a weekend or state holiday, the electronic submission shall be on the first work day for state employees following the weekend or state holiday.
- 6.02.1 For purposes of compliance with these rules, the official date of filing with the Department shall be the date and time the electronic submission is recorded as received by APSCN.

- 6.02.2 ~~APSCN shall have the programs necessary to collect the FTEs and Average Salaries data available to the LEAs at~~ At least fifteen (15) calendar days before the date required for submission to the Department, APSCN shall make available to the LEAs the programs needed to collect the FTEs and Average Salaries data.

7.00 Arkansas Handbook

- 7.01 The Department shall establish and implement a uniform chart of accounts and related codes known as the Arkansas Financial Accounting Handbook (Arkansas Handbook) which shall be the uniform chart of accounts and codes utilized in reporting revenues and expenditures.
- 7.01.1 The Arkansas Handbook is hereby incorporated by reference into these rules. However, the Arkansas Handbook is exempt from the rule-making process and may be amended, revised or updated as provided in these rules or law.
- 7.01.2 The amendments, annual revisions, and financial accounting updates to the Arkansas Handbook shall be developed with representatives from the Arkansas Association of School Business Officials, the Education Service Cooperatives, and other school district officials as designated by the Department.
- 7.01.3 Prior to amending the Arkansas Handbook, the Department shall provide written notice via a Commissioner's Memo to the school districts, open enrollment charter schools and education cooperatives. Amendments, annual revisions, and financial accounting updates shall be effective on July 1 of the next fiscal year or 90 days from the date of the issuance of the Commissioner's Memo, whichever is later, unless:
- 7.01.3.1 The Commissioner declares that there is an emergency, at which time the change shall be effective immediately upon the date specified in the Commissioners Memo; or,
- 7.01.3.2 A new program or revenue source requires new accounting codes, at which time the change shall be effective immediately upon the date specified in the Commissioner's Memo; or,
- 7.01.3.3 The change affects only a few school districts and the school districts have mutually agreed to make the change. The change shall be effective immediately upon the date specified in the Commissioner's Memo.

- 7.02 The Arkansas Handbook shall be the chart of accounts and codes utilized by LEAs in making the record of actual revenues and expenditures and the annual budget of revenues and expenditures required by these rules.

8.00 Department Review of LEA Financial Records

- 8.01 By February 15 of each year, the Financial Accountability Unit of the Department shall review the LEAs' most currently submitted AFR, AFB, FTEs and Average Salaries to determine if the financial records are deficient. Any error related to the coding and reporting of financial information that causes a material misstatement of financial information will be cause for determining a deficiency. A material misstatement occurs whenever the submitted data has more than a ten percent (10%) variance from the correct data or when corrective action is not taken after the Department has sent written notification to an LEA regarding specific errors discovered in the financial records.

- 8.01.1 Any error related to the coding and reporting of court-ordered desegregation funding that causes a material misstatement of financial information will be cause for determining a deficiency. A material misstatement occurs whenever the submitted data has more than a ten percent (10%) variance from the correct data or when corrective action is not taken after the Department has sent written notification to an LEA regarding specific errors discovered in the financial records.

- 8.02 The Department review will include, but is not limited to:

- 8.02.1 State Revenues;
- 8.02.2 Student Special Needs Expenditures;
- 8.02.3 Total Expenditures;
- 8.02.4 Instructional Expenditures;
- 8.02.5 Extracurricular Expenditures;
- 8.02.6 Capital Expenditures;
- 8.02.7 Debt Service Expenditures;
- 8.02.8 Expenditures of court-ordered desegregation funding;

- 8.02.9 Teacher Full Time Equivalency data;
 - 8.02.10 Certified salary amounts;
 - 8.02.11 Compliance with the Minimum Teacher Salary schedule;
 - 8.02.12 Compliance with gifted and talented programs expenditure requirements in accordance with Ark. Code Ann. § 6-20-2208(c)(6);
 - 8.02.13 Interschool Athletic Expenditures, including salaries with fringe benefits, travel, equipment, supplies and facilities maintenance;
 - 8.02.14 Interschool Scholastic Expenditures, including salaries with fringe benefits, travel, equipment, supplies and facilities maintenance;
 - 8.02.15 The district's Total Athletic Expenditures budgeted for interschool athletic programs that are to be paid from state funds;
 - 8.02.16 The district's Total Scholastic Expenditures budgeted for interschool scholastic programs that are to be paid from state funds;
 - 8.02.17 Expenditure of Federal funds, including school lunch reimbursement;
 - 8.02.18 Verification that fiscal year expenditures did not exceed legal revenues for the same fiscal year;
 - 8.02.19 Verification that proper financial records have been maintained in accordance with the Education Accounting and Reporting System and the Arkansas Handbook.
 - 8.02.20 Verification that fund balances are sufficient to ensure the continuation of educational services and are within parameters set by state and federal law and Department rules.
- 8.03 The Department shall notify in writing, via certified mail, the superintendent or director of the LEA whose financial records are found to be deficient.
- 8.03.1 The notification shall state the deficiency.
- 8.04 The LEA will have thirty (30) days to respond to the Department's notification. The response may include, but is not limited to:

- 8.04.1 A proposed corrective action plan;
- 8.04.2 A training schedule to educate all pertinent personnel; and
- 8.04.3 A procedure to prevent a repeat of the deficiency.
- 8.05 The response shall not be considered a right of appeal.
- 8.06 If the review determines the financial records of any LEA are deficient as defined in Section 8.01 or otherwise not properly maintained or submitted by the LEA or are not administered in accordance with state or federal laws, SBE rules, or the Arkansas Handbook, then state-funded grants and/or aid that the district would be eligible to receive shall be withheld until the financial issues have been resolved.
- 8.07 The SBE may require the superintendent or director and board members explain and/or appear before the SBE to explain why the district is not complying with state laws or rules.
- 8.08 Upon written notice of approval by the Financial Accountability Unit, the Department shall file copies of the approved budget with the LEA and the county treasurer, if serving as school treasurer.
- 8.09 It is the duty of the State to monitor LEA financial records, Arkansas Comprehensive School Improvement Plan, or any other pertinent records, to ensure the following:
 - 8.09.1 District expenditures meet the minimum teacher salary schedule;
 - 8.09.2 District expenditures benefit students in special needs categories;
 - 8.09.3 District expenditures are used to improve the educational opportunity of each child;
 - 8.09.4 District expenditures are used to provide an equal opportunity for each child;
 - 8.09.5 District expenditures are used to meet the Standards of Accreditation;
 - 8.09.6 The District has provided the SBE and the Department with a report of the school district's total athletic expenditures paid from state funds for the previous year;

- 8.09.7 The district has provided the SBE and the Department with a budget for the school district's total athletic expenditures to be paid from state funds for the upcoming year; and
- 8.09.8 The district has provided the SBE and the Department with any additional information or documentation requested for the purpose of showing compliance with state laws, including but not limited to Ark. Code Ann. § 6-20-2208, federal laws and Department rules.
- 8.10 The Department shall have the authority to review, analyze and inspect the financial records of any LEA in order to verify that an LEA is correctly and accurately reporting revenues and expenditures in accordance with the Arkansas Handbook.
- 8.11 The Department shall submit a report titled "Annual Statistical Report (ASR) to the Governor, the Senate Interim Committee on Education, and the House Interim Committee on Education by February 15 of each year concerning LEA revenue, expenditures, legal balances (total and unrestricted), FTEs, average salaries and any other financial information required by law.
 - 8.11.1 The revenue and expenditures will reflect the prior year actual (ended June 30) and the current year budget (beginning July 1).
 - 8.11.2 The total legal balance will be as of June 30 of the prior year and will contain the total balances of the Salary, Operating and Debt Service Funds.
 - 8.11.3 The unrestricted legal balance will be the total legal balance less restricted funds.
 - 8.11.4 The FTEs and average salaries will be for the prior year ended June 30.

9.00 Required Reports

- 9.01 The Department shall publish by July 1 of each year, via Commissioner's Memo, a list of all required financial accountability reports, that are not a part of a cycle report submitted through APSCN, with due dates.
- 9.02 The Department shall submit a written notice via certified mail on or before February 15 of each year to those school districts, open enrollment charter schools and education service cooperatives whose budget or financial reports are identified as deficient. Likewise, the Department will

issue a Commissioner's Memo on or before February 15 of each year indicating which school districts, open enrollment charter schools or education service cooperatives budgets are identified as approved.

- 9.03 Each county clerk is required to provide to the Department an annual Abstract of Assessment by March 15 of each year.
 - 9.03.1 The treasurer of the state shall withhold the monthly distribution of county aid from any county that fails to provide the annual Abstract of Assessment by March 15 for each school district located wholly or in part in the county.
 - 9.03.2 The Department shall establish the required format for the Abstract of Assessment, to include:
 - 9.03.2.1 The previous calendar year's property assessment that will be used for ad valorem tax collections in the current year.
 - 9.03.2.2 The millage rates, which shall be listed by the type of millage, levied against that property assessment.
 - 9.03.2.3 In cases that administratively consolidated school districts do not have a unified millage rate, the county clerk shall submit the assessment data in a form specified by the Department.
 - 9.03.3 To consider a county in compliance with this filing requirement, the Department must receive all data no later than March 15 of each year.
- 9.04 By January 31, 2012, and by January 31 of each year thereafter, each county treasurer shall provide an annual summary report of all proceeds generated from ad valorem tax and distributed by the county to a school district for the period beginning January 1 and ending on December 31 of the preceding calendar year to the:
 - 9.04.1 Treasurer of State;
 - 9.04.2 Department of Education; and
 - 9.04.3 Superintendent of the school district to which the proceeds from the uniform rate of tax are distributed by the county.
 - 9.04.4 Failure of the county treasurer to report the annual summary required by 9.04 of this rule shall result in the withholding of all

reappraisal funding provided under Ark. Code Ann. § 26-26-1907 until the county treasurer provides the annual summary report. Funds withheld are forfeited as follows:

- 9.04.4.1 Twenty percent (20%) of withheld reappraisal funds are forfeited every two (2) months of noncompliance; and
- 9.04.4.2 After ten (10) months of noncompliance, the total amount of withheld reappraisal funds are forfeited.
- 9.04.4.3 A county is not relieved of the requirement to reappraise property and funding for reappraisal shall be by local taxing unit sources until the county provides the required annual summary report.
- 9.04.4.4 The Department shall notify the Assessment Coordination Department if a county treasurer fails to comply with 9.04 of this rule ~~and withholding of reappraisal funding is authorized by Ark. Code Ann. § 26-80-101.~~ Withholding of reappraisal funding for failure to comply is authorized under Ark. Code Ann. § 26-80-101.

9.05 By September 1 of each year, any school district that received court-ordered desegregation funding for the prior school year shall report to the Department the following:

9.05.1 The total amount of state funding received under the federal court order or settlement agreement in the prior school year;

9.05.2 A detailed statement outlining the school district's obligations under the federal court order, settlement agreement, or court-approved remedial plan, including without limitation:

- 9.05.2.1 Programs that the school district is required to administer;
- 9.05.2.2 Specific goals that the school district is required to reach;
- 9.05.2.3 Actions that the school district is required to take or are prohibited from taking;
- 9.05.2.4 Problems that the school district is required to remedy;

- 9.05.2.5 Overall purposes of the federal court order, settlement agreement, or court-approved remedial plan; and
- 9.05.2.6 Any other pertinent information as determined by the department;
- 9.05.3 An itemized accounting of all expenditures made during the prior school year from state funds identified under section 9.05.1 and expended to comply with the school district's obligations identified under section 9.05.2;
 - 9.05.3.1 The accounting shall be specific and detailed and include an explanation of how each expenditure was necessary in order to comply with the school district's obligations under the federal court order, settlement agreement, or court-approved remedial plan;
 - 9.05.3.2 It is not sufficient to provide general statements, such as stating that the funds were used in magnet schools;
 - 9.05.3.3 As part of the explanation for each expenditure, the accounting shall identify the program, goal, action, problem, and/or purpose listed in response to Section 9.05.2 to which the expenditure is related;
- 9.05.4 The total amount of all state funds identified in response to section 9.05.1 and remaining in the school district's fund balances as of July 1; and
- 9.05.5 A statement that the sum total of all expenditures identified in response to sections 9.05.3 and 9.05.4 is equal to the sum total of state funding identified in response to section 9.05.1, or alternatively, an explanation of the discrepancy.
- 9.06 Unless the Department approves otherwise, any data to be reported under sections 9.05.1, 9.05.3, and 9.05.4 shall be submitted to the Department in electronic format as a Microsoft Excel file utilizing a template to be furnished by the Department no later than August 1.
 - 9.06.1 Unless the Department approves otherwise, any data to be reported under section 9.05.2 shall be submitted to the Department in electronic format as a Microsoft Word or Adobe Portable Document Format (PDF) file.

- 9.07 The Department may withhold state aid from any LEA that fails to file its budget or any other required report with the Department by the deadline established on the list of all required financial accountability reports, provided that the Department has met the deadline for providing information pertinent to meeting the deadlines.

10.00 Required Training

- 10.01 The Department shall establish two (2) tiers of required training.
- 10.01.1 Both tiers of required training shall apply to all LEAs.
 - 10.01.2 A minimum of two (2) persons per LEA are required to attend an Initial and an Annual Tier I Training. The two persons shall include:
 - 10.01.2.1 The district superintendent or the education service cooperative director or the open enrollment charter school director; and
 - 10.01.2.2 A person whose job responsibilities include preparing the budget or overall accounting responsibility.
- 10.02 The two (2) persons per LEA required to attend shall each obtain twelve (12) hours of Initial Training and instruction necessary to demonstrate basic proficiency as determined by the Department, including but not limited to:
- 10.02.1 School laws of Arkansas;
 - 10.02.2 Laws and rules governing expenditures, fiscal accountability, and school finance;
 - 10.02.3 Ethics; and
 - 10.02.4 Financial accounting and reporting of LEAs.
- 10.03 After obtaining the Initial Training, the two (2) persons required to attend shall obtain ~~four (4)~~ a minimum of two (2) hours of Tier I annual training and instruction in order to maintain basic proficiency in the topics described in Section 10.02 of these rules. Additional annual training may be required by the department for the school district superintendent, the education service cooperative executive director, or the open-enrollment public charter school director and the person whose job responsibilities

include preparing the budget or overall accounting responsibility based on repetitive or flagrant audit findings or the identification of multiple indicators of fiscal distress.

10.03.1 The two (2) persons per LEA are required to attend the training under Section 10.01 of these rules by December 31 of each year.

10.03.1.1 The training may be provided by a higher education institution, the Department, the Arkansas Association of School Business Officials or from another provider.

10.03.1.2 The training sessions may be held throughout the State, via distance learning, or from an online course.

10.03.1.3 All providers for training shall apply for and receive approval from the Department prior to providing the training.

10.03.1.3.1 The provider shall submit a complete request for approval prior to the scheduled training.

10.03.1.3.2 The Department shall establish the request form.

10.03.1.3.3 The provider shall provide the Department with a list of persons who attended the training sessions.

10.03.1.3.4 The Department's administrative staff will review the request.

10.03.1.3.5 If additional information is requested, the provider will be responsible for providing an immediate response in order to gain approval in a timely manner.

10.03.1.3.6 Department staff will be allowed to attend all training sessions in order to monitor for quality and completeness.

10.03.1.3.6.1 Department staff will not be required to pay to attend the training

10.03.2 Persons failing to obtain required training by the end of the calendar year and failing to receive training by March 1 of the following calendar year without filing a request for an extension shall be sanctioned by the State.

10.03.2.1 The request for an extension must be sent to the Department by certified mail, return receipt requested.

10.03.2.2 The request for an extension must be received by the Department prior to March 1.

10.03.2.3 The Department shall establish a form to be used in requesting an extension.

10.03.2.4 The request shall include a corrective action plan for obtaining the required training in a timely manner.

10.03.2.4.1 For each person failing to obtain the required training by March 1, the Department shall immediately notify the superintendent or director of the employing school district, open enrollment charter school, or education service cooperative.

10.03.2.4.2 Notification will be sent by certified mail, return receipt requested.

10.03.2.4.3 The Department will also notify the school board president.

10.03.3 The superintendent or director of the LEA shall notify the person who failed to receive the required training, and the person shall be unable to continue in his or her position from the date of receipt of notification.

10.03.3.1 Notification will be by certified mail, return receipt requested.

- 10.03.3.2 Any person receiving notice that he or she shall be unable to continue in his or her position solely because of his or her failure to obtain the required training may request a hearing before the SBE prior to his or her permanent dismissal.
- 10.03.4 If the person fails to obtain all required training by December 31 following the March 1 extension deadline, this failure shall constitute one (1) citation against the school district, or the open enrollment charter school, as measured by the Standards for Accreditation of Arkansas Public Schools issued by the Department or an admonishment to the education service cooperative by the Department.
- 10.03.5 If the person is unable to obtain the required training because of military service or illness as verified by a written sworn statement of the person's attending physician, the Department shall grant an extension permitting the person additional time to obtain the required training.
- 10.03.5.1 The person shall submit the appropriate documentation of military service or illness to the Department.
- 10.03.5.2 The documentation must be sent by certified mail, return receipt requested.
- 10.03.5.3 The length of time of the extension will be determined on an individual basis at the discretion of the Department.
- 10.03.5.4 The issuance of an extension shall not constitute a citation against the school district or the open enrollment charter school as measured by the Standards for Accreditation of Arkansas Public Schools issued by the Department or an admonishment to the education service cooperative by the department. Also the Department shall not operate to remove the person from his or her job if an extension has been granted by the Department.
- 10.03.6 The Department shall maintain records of instructional hours of Tier I Training obtained by any individual covered under this section.

- 10.03.6.1 Each district shall provide a list of the names and positions of the persons covered by these rules, to the Department by December 31 of each year. The information shall be provided in a format approved by the Department.
- 10.03.6.2 Separate lists will be provided for persons obtaining the initial training to demonstrate basic proficiency and for those obtaining additional hours.
- 10.03.6.3 The trainer or the institution providing the training will provide verification of instructional hours.
- 10.03.6.4 The Department may publish a list identifying the persons required to receive training and the compliance status.
- 10.03.6.5 Persons employed as of July 1 shall be required to obtain training by December 31 of that year.
- 10.03.6.6 Persons employed after July 1 shall be required to obtain training by December 31 of the next year.
- 10.03.6.7 Persons changing employment will have their training history accepted by the new employer.
- 10.03.7 Any school district or open enrollment charter school that does not follow the provisions of Ark. Code Ann. Title 6, Chapter 20, subchapter 22 shall be placed in fiscal distress.
- 10.03.8 Any education service cooperative that does not follow the provisions of Ark. Code Ann. Title 6, Chapter 20, subchapter 22 shall be sanctioned by the SBE.

10.04 Tier II training shall include, but is not limited to, employees who make decisions about selecting codes or who have a limited number of codes that they can use.

10.04.1 Tier II training shall be developed by the Department in cooperation with representatives from the Arkansas Association of School Administrators, the Arkansas Association of School Business Officials, the Arkansas Education Association, the Legislative Joint Auditing Committee and education service cooperatives.

10.04.1.1 The training shall be annual and shall be ~~four (4)~~ a

minimum of two (2) hours.

10.04.1.2 LEAs shall be responsible for providing the training to these employees.

10.04.1.3 LEAs' trainers are required to attend Initial and annual Tier I training.

10.04.1.4 Each LEA shall maintain files and records indicating all employees required to obtain and who have completed Tier II training.

10.04.1.5 Each district superintendent, open enrollment charter school director or education service cooperative director shall provide the Department an assurance statement regarding the completion of Tier II training by the required individuals by the end of the fiscal year.

10.04.1.6 Additional annual training may be required by the department for employees who do not make decisions about selecting cods or who have a limited number of codes that they can use based on repetitive or flagrant audit findings or the identification of multiple indicators of fiscal distress.

11.00 Sanctions

11.01 Any school district that does not comply with and meet the requirements of these rules, shall, after receiving notice as required by law, be identified by the Department as being in fiscal distress.

11.01.1 Any open enrollment charter school that does not comply with and meet the requirements of these rules may be referred to the SBE for possible modification, revocation, or denial of renewal of its charter pursuant to Ark. Code Ann. § 6-23-105 and the Department's Rules Governing Public Charter Schools.

11.02 Any education service cooperative that does not comply with and meet the requirements of these rules shall be sanctioned by the SBE.

11.03 Any licensed classroom teacher or administrator of a school, school district, open enrollment charter school or education service cooperative that provides false expenditure information may have his or her license

placed on probation, suspended or revoked pursuant to procedures utilized in accord with Ark. Code Ann. § 6-17-410.

- 11.04 Persons failing to obtain required training by December 31 of the calendar year and who fails to cure any training deficiency by March 1 of the following year without filing a request for extension of time and after receiving proper notice shall be unable to continue in his or her position of employment effective on the date of receipt of notification from the superintendent of the school district, open enrollment charter school or education service cooperative.
- 11.05 If a person fails to obtain all required training by December 31, this failure shall constitute one (1) citation against the school district, the open enrollment charter school or an admonishment to the education service cooperative.

**SUMMARY OF PROPOSED CHANGES TO THE
ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE
ARKANSAS FINANCIAL ACCOUNTING AND REPORTING SYSTEMS
AND ANNUAL TRAINING REQUIREMENTS**

Section 1.01	Regulatory authority updated
Section 3.02	Definition reworded for clarity
Section 3.03	Definition reworded for clarity
Section 3.04	Definition reworded to maintain style of other definitions
Section 3.07	Removed incorrect acronym
Section 3.08	Grammatical correction
Section 3.10	Definition reworded to maintain style of other definitions
Section 3.17	Definition reworded to maintain style of other definitions
Section 3.20	Updated internal section reference
Section 3.21	Updated internal section reference
Section 4.02	Reworded for clarity
Section 5.02.2	Reworded for clarity
Section 5.03.3	Updated to reflect current law in Ark. Code Ann. § 6-20-2202
Section 6.02.2	Reworded for clarity
Section 8.08	Updated to reflect current law in Ark. Code Ann. § 6-20-2202
Section 9.04.4.4	Reworded for clarity
Section 10.03	Updated as a result of Act 345 that reduces the minimum number of training hours from 4 to 2 and provides for additional training that may be required for certain persons.
Section 10.4.1.1	Updated as a result of Act 345, which reduced the minimum number of training hours from 4 to 2.
Section 10.04.1.6	New Section that provides for additional training that may be required for certain persons.

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

July 12, 2016

Johnny Key
Commissioner

Tara Fox
[REDACTED]
Mabelvale, AR 72103

Dr. Tom Kimbrell, Superintendent
Bryant School District
200 NW Fourth Street
Bryant, AR 72022

State Board
of Education

Mireya Reith
Fayetteville
Chair

Michael Poore, Superintendent
Little Rock School District
810 W. Markham St.
Little Rock, AR 72201-1306

Dr. Jay Barth
Little Rock
Vice Chair

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, July 22, 2016**.

Charisse Dean
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,


Jennifer Davis
Staff Attorney

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

Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

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APPEAL

RECEIVED
ATTORNEY'S OFFICE

JUN 30 2016

DEPARTMENT OF EDUCATION
GENERAL DIVISION

Tara Fox
Mabelvale, AR 72103

June 25, 2016:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

JUN 30 2016

DEPARTMENT OF EDUCATION

To Whom it May Concern:

I am writing this letter to appeal the decision made by the office of the superintendent at Bryant Public schools to deny my children, M [REDACTED] + B [REDACTED] Kinkaid, access to their schools. I've included rejection letters from the Bryant School district for both kids for the ²⁰¹⁵⁻²⁰¹⁶ ~~2015-2016~~ and ²⁰¹⁶⁻²⁰¹⁷ ~~2016-2017~~ school years. As per document "Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015 (ADE 329-7)", if the student is unable to transfer due to limits under section 7.02 of these rules, the resident district shall give priority for transfer in first year which district no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules. I don't feel any priority has been given for this new school year, and subsequently if the Bryant School District is not going to participate in the Arkansas Public School Choice Act, then they should not be included as a choice. My kids currently attend the Mabelvale Elementary School, which per "Public-Schools.startclass.com" has a smart rating of 36. This is lower than the average rating of 61 for elementary schools in Arkansas. The Mabelvale Elementary School is in the bottom 20% of Arkansas elementary schools

based on how the student body performed on the state reading and math exams. Additionally, the current demographic of Mabelvale Elementary shows a distribution of ethnic backgrounds made up of 72.9% Black, 20.9% Hispanic, and 5.5% White. That means my children make up 2 of the 22 White Students that currently attend Mabelvales' 398 student body. Compared to Bryant School District, the Bryant Elementary School receives a rating of 75, far above the average rating of 61 and double that of Mabelvale Elementary. The Bryant Elementary School also is among the top 30% of Arkansas elementary schools based on the student bodies state reading and math assessments. Far better than the bottom 20% as Mabelvale Elementary. Additionally, the current demographic of Bryant Elementary shows a distribution of ethnic ~~backgrounds~~ backgrounds made up of 72.2% White, 12.8% Black, and 11.2% Hispanic. My children would feel less segregated in an more evenly distributed school district. and more apt to be excited to attend school each and every day.

Thank you for your time and consideration. I really would like to see my children have the best education and learning environment possible, so they have a strong foundation before attending college.

Sincerely,
Tara Fox
Tara Fox



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

June 15, 2016

Ms. Tara Fox
[REDACTED]

Mabelvale, AR 72103

Dear Ms. Fox:

We regret to inform you that the school choice applications for M [REDACTED] Kincaid and B [REDACTED] Kincaid must be denied for the following reason(s):

1. Pursuant to Ark. Code Ann. § 6-18-1903(d)(2), the Bryant School District has a lack of enrollment capacity. The Bryant School District's enrollment at each grade, and at each campus exceeds ninety-five percent (95%) of capacity; and
2. Your children did not attend the Bryant School District during the 2015-2016 school year and they do not have siblings who currently attend the Bryant School District through an earlier school choice transfer.

While we sincerely regret that we cannot approve your application at this time, we encourage you to consider applying for a school choice transfer for the 2017-2018 school year. We wish you and your family the very best.

Sincerely,

Tom W. Kimbrell, Ed.D.
Superintendent

cc: Little Rock School District Administration

Dr. Tom W. Kimbrell, Superintendent

200 NW Fourth Street Bryant, AR 72022 - Tel: +501 847 5600 - Fax: +501 847 5603

www.bryantschools.org



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

April 28, 2015

Ms. Tara Fox
[REDACTED]

Mabelvale, AR 72103

Dear Ms. Fox:

We regret to inform you that the School Choice application you submitted for M [REDACTED] Kinkaid for the 2015-2016 school year is being denied for the following reason:

We have exceeded 90% of the student enrollment capacity of the school or program, as defined by Act 560 of 2015, that your child would be assigned to for the 2015-2016 school year.

If you have any questions, please feel free to contact me at 847-5600. We wish your children success in the future.

Sincerely,

Don McGohan
Assistant Superintendent

Dr. Tom W. Kimbrell, Superintendent

200 NW Fourth Street Bryant, AR 72022 - Tel: +501 847 5600 - Fax: +501 847 5603
www.bryantschools.org



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

April 28, 2015

Ms. Tara Fox

[REDACTED]
Mabelvale, AR 72103

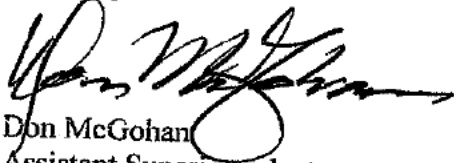
Dear Ms. Fox:

We regret to inform you that the School Choice application you submitted for B [REDACTED]
Kinkaid for the 2015-2016 school year is being denied for the following reason:

We have exceeded 90% of the student enrollment capacity of the school or program, as defined by Act 560 of 2015, that your child would be assigned to for the 2015-2016 school year.

If you have any questions, please feel free to contact me at 847-5600. We wish your children success in the future.

Sincerely,



Don McGohan
Assistant Superintendent

Dr. Tom W. Kimbrell, Superintendent

200 NW Fourth Street Bryant, AR 72022 - Tel: +501 847 5600 - Fax: +501 847 5603
www.bryantschools.org

Mabelvale Elementary School in Mabelvale, Arkansas

★★★★★ Be the first to review

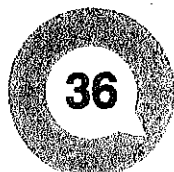


Smart Rating

Total Enrolled Students

Full-Time Teachers

Student-Teacher Ratio



546

29.4

19:1



[Browse All Public Schools](#)

[Edit This Listing](#)

Key Facts



Best Elementary School Schools in Arkansas

School Name

Smart Rating

Student-Teacher Ratio

Mount Pleasant Elementary School



11:1





16:1

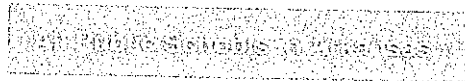
< See All Public Schools



15:1

Key Facts Demographics State Tests

16:1



Smart Rating

StartClass evaluated 1,126 schools in Arkansas on several factors including college entrance exam scores, state assessment scores, and class size to determine a Smart Rating for each. **Mabelvale Elementary School receives a rating of 36, which is considerably lower than the average rating of 61 for elementary schools in Arkansas.**

Size & Student/Teacher Ratio

The average number of students for elementary schools in Arkansas is 419, so Mabelvale Elementary School is **large**. The student to teacher ratio is 19:1, which is significantly higher than the average for all U.S. elementary schools (15.6) and significantly higher than the average for elementary schools in Arkansas (14.9).

Grades Offered

Students may enroll in Pre-K - 5th grade.



Location Details

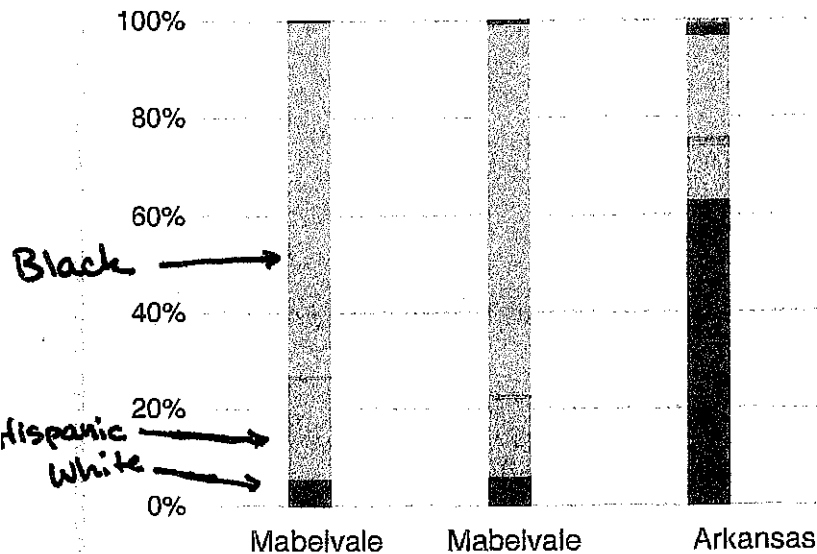
- Chicot West I-30 South is characterized as: **lower middle class, less educated**, and primarily composed of **children and teenagers (under 20)**, which is the most prevalent age group.

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Demographic and Socioeconomic Details

Ethnic Distribution



< See All Public Schools



Menu

o Races ☒ American Indian

Key Facts

Demographics

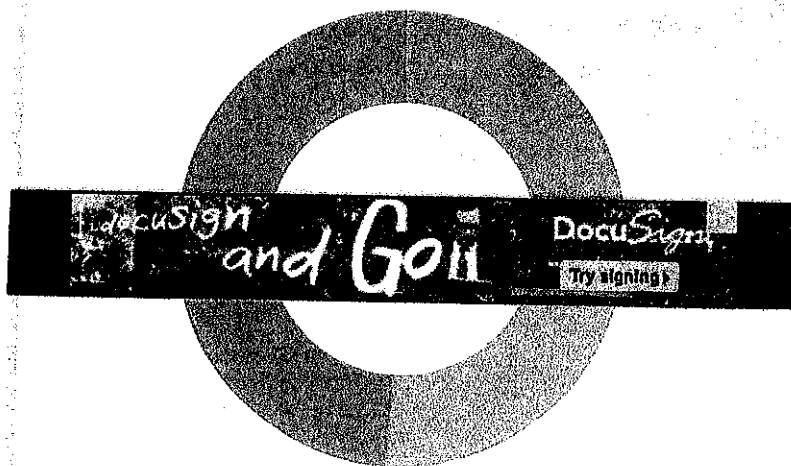
State Tests

Mostly African-American Students

398 students, or 72.9% of the student population at Mabelvale Elementary School identify as African-American, making up the largest segment of the student body. A typical school in Mabelvale is made up of 76.6% African-American students, so Mabelvale Elementary School has a very similar ethnic distribution compared to other schools in the city.

The demographic breakdown of Mabelvale Elementary School is drastically different from that of a typical school in the state of Arkansas, which is made up of 21.0% African-American students on average.

Gender Distribution



■ Female ■ Male

Roughly Equal Distribution of Genders

There is roughly an equal percentage of males and females at Mabelvale Elementary School with 51% males and 49% females forming the student body.

Compared to Mabelvale

The average school in the city of Mabelvale is 50.1% female and 49.9% male.

Compared to Arkansas

A typical school in the state of Arkansas is about 48.7% female and 51.3% male on average.

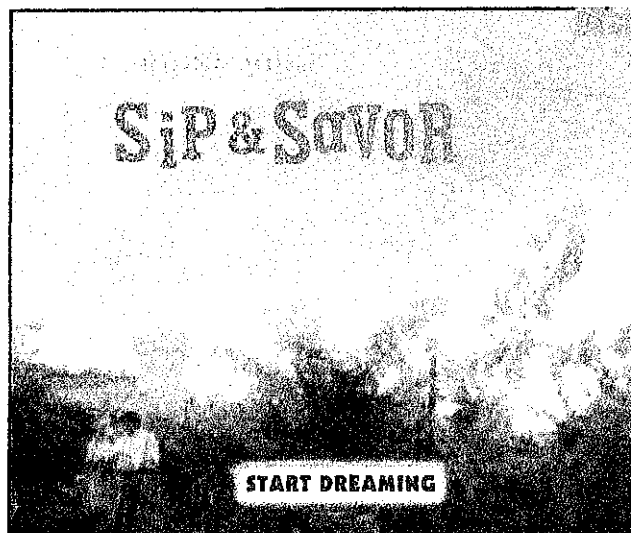
Socioeconomic Details

National School Lunch Program

Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes **at or below 130%** of the poverty level are eligible for free meals. Those with incomes **between 130% and 185%** of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. 130 percent of the poverty level is **\$31,525** annual income for a family of four; 185 percent is **\$44,862** (different for Alaska and Hawaii, see ASPE for more details).

The median household income in Little Rock city is **\$45,135** per year. This city's median income is above the eligibility threshold for reduced price lunch, which may have an impact on the proportion of students eligible under the National School Lunch Program.

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State Assessment Testing Results



Overall Performance

Overall Performance

Average Proficiency

Math Proficiency

55%

Reading/Language Arts Proficiency

70%



Markedly Lower Test Scores Than Most Elementary Schools in Arkansas

Mabelvale Elementary School is in the **bottom 20% of Arkansas elementary schools** based on how the student body performed on the state reading and math exams. Bear in mind that the State Department of Education for Arkansas sets the standard for what is considered a proficient score on each subject area exam.

Performance by Gender

Math

Reading/Language Arts

Females Achieve Significantly Higher Math Proficiency Than Males at This School

In addition to achieving a higher math proficiency than males at this school, females also outperform males at most elementary schools in the Little Rock School district. On average, female math proficiency is about 3% higher than male math proficiency. At the state level, females at elementary schools in Arkansas have performed about equally as well as males on the math assessment.

Performance by Ethnicity

Math

Reading/Language Arts

Small Achievement Gap between Ethnicities on the Math Exam

Based on the difference in proficiency between African-Americans and Caucasian students (ethnicities with the highest and lowest math proficiency, respectively), Mabelvale Elementary School has **largely minimized the disparity in math literacy** among different ethnic groups, but there is still room for improvement.

Bear in mind that African-American students also comprise the largest segment of the student body at Mabelvale Elementary School. **Caucasian students represent the smallest ethnic group** at this school and have **achieved the lowest level of math proficiency** out of the three ethnic groups represented at this school.

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✓ National Testing Performance



Arkansas School Performance

Current

4th Grade

8th Grade



Ever Wonder How Arkansas Compares to Other States in Academic Performance?

Use the heat map to compare national standardized test score performance in different states.
Average scores for students in Arkansas are:

- SAT (Combined): **1688** - slightly better than nat'l average (1552)

- ACT (Composite): **20.4** - slightly worse than nat'l average (21.1)
- AP Exam Scores of 3 or Above: **32.6%** - significantly worse than nat'l average (60.2%)
- 4th Grade NAEP Percent at or above Proficient:
 - Math: **32%** - worse than nat'l average (40%)
 - Reading: **32%** - worse than nat'l average (36%)
- 8th Grade NAEP Percent at or above Proficient:
 - Math: **25%** - worse than nat'l average (33%)
 - Reading: **27%** - worse than nat'l average (35%)

School District Information



District Summary

Overall

Funding Sources

Expenses

Historical Finances

School District Financial Analysis

Total Revenue

\$363
MILLION

Total Expenditures

\$386
MILLION

Total Operating Margin

-\$23.1
MILLION

Revenue per Student

\$14,135

Expenditure per Student

\$15,034

Total Students

25,685

Public School Finance Data

Each year, the National Center for Education Statistics provide statistics about the finances of elementary and secondary public schools in Little Rock School District.

Little Rock School District has one of the largest number of public school students in the state of Arkansas with 25,685 students (**top 10%** in the state).

In fiscal year of 2012, Little Rock School District operated at a **loss** of \$-23.09M. To learn more about the revenue and expenditure breakdown, click through the tabs above to learn more.

Revenue

Majority of District's Education Funding Comes from State & Local Sources

Type	District Amount	Arkansas Avg. Amount
Total Funding Amount	\$363,053,000	\$19,296,324
Federal Funds	\$56,111,000	\$3,080,018

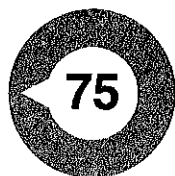
Bryant Elementary School in Bryant, Arkansas



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Smart Rating



Total Enrolled Students

713



Full-Time Teachers

36.0



Student-Teacher Ratio

20:1



Browse All Public Schools

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Key Facts



Best Elementary School Schools in Arkansas

School Name

Smart Rating

Student-Teacher Ratio

Mount Pleasant Elementary School



11:1



Elm Tree Elementary School



16:1



Mountain Springs Elementary School



15:1



Forest Heights Elementary School



16:1



[All Public Schools in Arkansas](#)

Smart Rating

StartClass evaluated 1,126 schools in Arkansas on several factors including college entrance exam scores, state assessment scores, and class size to determine a Smart Rating for each. **Bryant Elementary School receives a rating of 75**, which is moderately high considering the average rating is 61 for elementary schools in Arkansas.

Size & Student/Teacher Ratio

The average number of students for elementary schools in Arkansas is 419, so Bryant Elementary School is **very large**. The student to teacher ratio is 20:1, which is significantly higher than the average for all U.S. elementary schools (15.6) and significantly higher than the average for elementary schools in Arkansas (14.9).

Grades Offered

Students may enroll in Pre-K - 5th grade.

[Browse Elementary Schools in Arkansas](#)

Location Details

- Bryant is an **upper middle class, moderately educated** city
- This area has a typical age distribution compared to the rest of the country

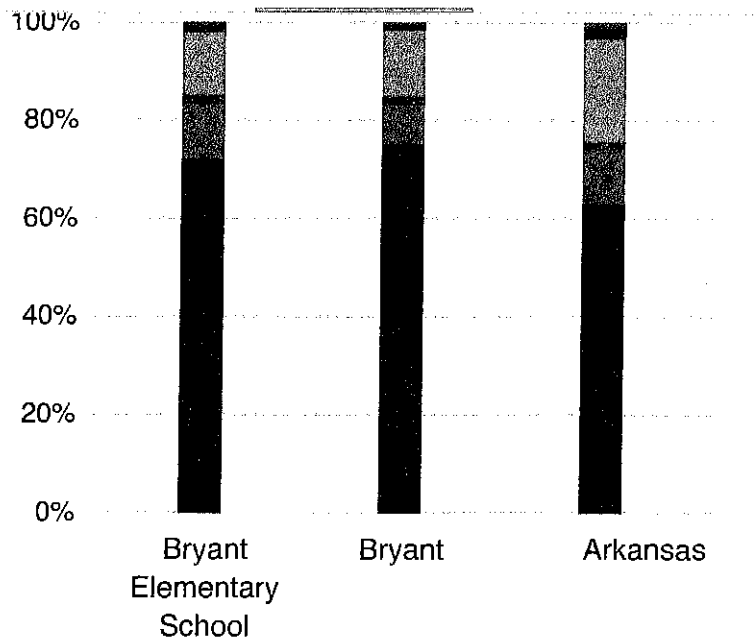
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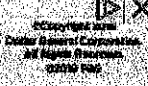


Key Facts Demographics State Tests



■ White
■ Hispanic
■ Asian
■ Black
■ Two Races
■ American Indian
■ Pacific Islander

Mostly Caucasian Students




 at Elementary School identify as Caucasian, the local school in Bryant is made up of 75.2% Caucasian students, as Bryant Elementary School has a very similar ethnic distribution compared to other schools in the city.

The demographic breakdown of Bryant Elementary School is similar to that of a typical school in the state of Arkansas, which is made up of 63.1% Caucasian students on average.

Gender Distribution

■ Female ■ Male

Roughly Equal Distribution of Genders

There is roughly an equal percentage of males and females at Bryant Elementary School with 51% males and 49% females forming the student body.

Compared to Bryant

The average school in the city of Bryant is 49.5% female and 50.5% male.

Compared to Arkansas

A typical school in the state of Arkansas is about 48.7% female and 51.3% male on average.

Socioeconomic Details

National School Lunch Program

Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes **at or below 130%** of the poverty level are eligible for free meals. Those with incomes **between 130% and 185%** of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. 130 percent of the poverty level is **\$31,525** annual income for a family of four; 185 percent is **\$44,862** (different for Alaska and Hawaii, see ASPE for more details).

The median household income in Bryant city is **\$62,761** per year. This city's median income is above the eligibility threshold for reduced price lunch, which may have an impact on the proportion of students eligible under the National School Lunch Program.

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2015 Grants

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✓ State Assessment Testing Results



Overall Performance

Overall Performance

Average Proficiency



✓ National Testing Performance



Arkansas School Performance

Current

4th Grade

8th Grade



Ever Wonder How Arkansas Compares to Other States in Academic Performance?

Use the heat map to compare national standardized test score performance in different states.

Average scores for students in Arkansas are:

- SAT (Combined): **1688** - slightly better than nat'l average (1552)

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- 8th Grade NAEP Percent at or above Proficient:
 - Math: **25%** - worse than nat'l average (33%)
 - Reading: **27%** - worse than nat'l average (35%)

[▼ School District Information](#)



District Summary

Overall	Funding Sources	Expenses	Historical Finance
----------------	-----------------	----------	--------------------

School District Financial Analysis

Total Revenue

\$71
MILLION



Total Expenditures

\$85.6
MILLION



Total Operating Margin

-\$14.6
MILLION



Revenue per Student

\$8,843



Expenditure per Student

\$10,664



Total Students

8,027



Public School Finance Data

Each year, the National Center for Education Statistics provide statistics about the finances of elementary and secondary public schools in Bryant School District.

Bryant School District has one of the largest number of public school students in the state of Arkansas with 8,027 students (**top 10%** in the state).

In fiscal year of 2012, Bryant School District operated at a **loss** of \$-14.62M. To learn more about the revenue and expenditure breakdown, click through the tabs above to learn more.

Revenue

Majority of District's Education Funding Comes from State Sources

Type	District Amount	Arkansas Avg. Amount
Total Funding Amount	\$70,985,000	\$19,296,324
Federal Funds	\$6,785,000	\$3,080,018

RESPONSE



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

July 7, 2016

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

Re: Response to School Choice Act Appeal

Dear Commissioner Key:

Please find enclosed the Bryant School District's written response to the school choice appeal filed by Ms. Tara Fox. As noted in the response, the Bryant School District simply does not have available enrollment capacity under Arkansas law to accommodate the requested transfers.

Thank you for your attention to this matter. If you require additional information, please do not hesitate to contact me at (501) 847-5600.

Sincerely,

Jeremy C. Lasiter
Director of Human Resources and Legal Affairs

Enclosure

cc (w/encl): Ms. Tara Fox

**RECEIVED
ATTORNEY'S OFFICE**

JUL 07 2016

**DEPARTMENT OF EDUCATION
GENERAL DIVISION**

Dr. Tom W. Kimbrell, Superintendent

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION
IN THE MATTER OF THE FOX SCHOOL CHOICE APPEAL
RESPONSE OF THE BRYANT SCHOOL DISTRICT

COMES NOW the Bryant School District of Saline County ("Respondent"), and
for its response to the school choice appeal from Ms. Tara Fox ("Petitioner"), states as
follows:

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ATTORNEY'S OFFICE

BACKGROUND

JUL 07 2016

1. On March 17, 2016, during a regular board meeting of the Bryant School
District Board of Directors ("Bryant School Board"), the Bryant School Board adopted
by resolution specific standards for the acceptance and rejection of school choice
applications. **[EXHIBIT A]**. The Bryant School Board took this action pursuant to Ark.
Code Ann. § 6-18-1903(d).
2. On or about April 22, 2016, the Petitioner submitted school choice applications
for her two children, M.K. (to attend grade 3) and B.K. (to attend grade 1), to transfer
from the Little Rock School District to the Bryant School District. **[EXHIBIT B]**.
3. On or about June 15, 2016, the Bryant School District notified the Petitioner
that her school choice applications could not be accepted due to a lack of enrollment
capacity at the Bryant School District and because her children did not meet other
standards for acceptance as set forth by the Board's March 17, 2016, resolution.
[EXHIBIT C].
4. On or about June 28, 2016, the Bryant School District received a copy of the
Petitioner's appeal. **[EXHIBIT D]**.

5. The Petitioner bases her school choice appeal on the following:

a. Because her two children were denied school choice transfers for the 2015-2016 school year, the Petitioner contends that her children should have been given priority for a school choice transfer for the 2016-2017 school year pursuant to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015;

b. Because the Petitioner's two children attend Mabelvale Elementary, a school that according to "public-schools.startclass.com" is among the bottom twenty percent (20%) of Arkansas elementary schools, they should be allowed to attend Bryant Elementary, a school that is among the top thirty percent (30%) of elementary schools in Arkansas; and

c. Because the Petitioner's two children are two of the 22 Caucasian students, out of a total student body of 398 students, who currently attend Mabelvale Elementary, they should be allowed to attend a "less segregated" school in Bryant.

6. Because the Bryant School District properly denied the Petitioner's school choice applications under Arkansas law, and for other reasons set forth below, the Petitioner's appeal should be denied.

ARKANSAS LAW AND BRYANT SCHOOL BOARD RESOLUTION

7. The Public School Choice Act of 2015 permits a student to apply to attend school outside the student's resident district, subject to several statutory limitations. The limitations relevant to the present case are as follows:

a. “This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.” Ark. Code Ann. § 6-18-1903(c).

b. “The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.” Ark. Code Ann. § 6-18-1903(d)(1). Such standards may include, in part:

(1) The “capacity of a program, class, grade level, or school building;” Ark. Code Ann. § 6-18-1903(d)(2)(A).

(2) A school district may claim a lack of capacity “only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;” Ark. Code Ann. § 6-18-1903(d)(2)(B).

c. “A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.” Ark. Code Ann. § 6-18-1903(d)(3).

8. At the time the Bryant School Board passed its school choice resolution, the enrollment at each grade, and at each campus, of the Bryant School District exceeded ninety-five percent (95%) of capacity, even higher than the ninety percent (90%) threshold set by Ark. Code Ann. § 6-18-1903(d)(2)(B). **[EXHIBIT A]**.

a. First Grade: At the end of the 2015-2016 school year, the Bryant School District had 750 first grade slots. Students filled 719 of those slots. This number constituted approximately ninety-six percent (96%) of first grade capacity. **[EXHIBIT E]**. The Bryant School District will not complete elementary registration for the 2016-

2017 school until August. Actual enrollment will not be known until that time.

However, as of the date of this filing, the district projects that 684 of an available 725 first grade slots will be filled on the first day of school, reflecting ninety-four percent (94%) of capacity. **[EXHIBIT E]**.

b. Third Grade: At the end of the 2015-2016 school year, the Bryant School District had 775 third grade slots. Students filled 743 of those slots. This number represented approximately ninety-six percent (96%) of third grade capacity. **[EXHIBIT E]**. As with the first grade enrollment numbers, the Bryant School District does not have actual, 2016-2017 third grade enrollment numbers at this time. However, as of the date of this filing, the district projects that 742 of an available 750 third grade slots will be filled on the first day of school, reflecting ninety-nine percent (99%) capacity. **[EXHIBIT E]**.

c. Overall Elementary Building Capacity: At the end of the 2015-2016 school year, 4,264 of the district's 4,509 total elementary slots were filled, a number that represented ninety-five percent (95%) capacity. **[EXHIBIT E]**. For the beginning of the 2016-2017 school year, the Bryant School District projects that 4,207 of the total 4,468 elementary slots will be filled, a number that represents ninety-four percent (94%) of capacity. **[EXHIBIT E]**. As of the date of this filing, elementary registration is still ongoing.

9. As noted above, on March 17, 2016, the Bryant School Board adopted by resolution specific standards for the acceptance and rejection of school choice applications. **[EXHIBIT A]**. Specifically, the Board's resolution stated, in pertinent part, as follows:

a. “Due to a lack of capacity as defined in Arkansas law, the Bryant School District is unable to approve school choice applications into the Bryant School District for the 2016-2017 school year.” This standard is consistent with Ark. Code Ann. § 6-18-1903(d)(2)(A)-(B).

b. “The Bryant School District will accept siblings of students already attending the Bryant School District through an earlier school choice transfer.” This standard is consistent with Ark. Code Ann. § 6-18-1903(d)(2)(C) and § 6-18-1904(c)(2).

c. “The Bryant School District will accept students who attended school in the Bryant School District during the 2015-2016 school year, but whose families moved out of the Bryant School District, to remain in the Bryant School District through a school choice transfer.” The Bryant School Board adopted this provision in an effort to allow school choice transfers from existing students who would not count against the district’s overall enrollment from the 2015-2016 school year, and to allow educational continuity for those existing students who wished to remain in the school district through school choice.

THE PETITIONER’S ARGUMENTS

Ark. Code Ann. § 6-18-1906

10. For her first argument, the Petitioner states that because her children were denied school choice transfers for the 2015-2016 school year, they should be given priority for school choice transfers for the 2016-2017 school year. As support for her argument, the Petitioner cites Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of the Arkansas Department of Education Rules Governing the Public School Choice Act of

2015 (“Rules”). However, the cited provisions are inapplicable to the circumstances that give rise to the Petitioner’s appeal.

11. Section 7.02 of the Rules is a restatement of Ark. Code Ann. § 6-18-1906(b). That code provision applies to a “numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district . . . of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.” Ark. Code Ann. § 6-18-1906(b)(1)(A). This provision applies to the three percent (3%) net cap on school choice transfers from a school district. If a student’s school choice application is denied for one school year based upon the three percent (3%) net cap claimed by a resident district, then under Ark. Code Ann. § 6-18-1906(b)(3), “the *resident* district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under § 6-18-1905. . . .” Ark. Code Ann. § 6-18-1906(b)(3) (emphasis added).

12. In the Petitioner’s case, the Respondent did not deny the 2015 school choice applications based upon any three percent (3%) cap restriction claimed by the Little Rock School District pursuant to Ark. Code Ann. § 6-18-1906. Instead, the Respondent denied the Petitioner’s 2015 applications (and 2016 applications) due to a lack of enrollment capacity at the Bryant School District pursuant to Ark. Code Ann. § 6-18-1903. The Petitioner is therefore not entitled to any preference as may be provided by Ark. Code Ann. § 6-18-1906.

Academic Performance at Mabelvale Elementary

13. For her second argument, the Petitioner contends that her children should be permitted to attend Bryant Elementary because its students' academic performance exceeds that of students who attend Mabelvale Elementary, according to the website, www.public-schools.startclass.com. While the Respondent is proud of the relative academic performance of students at Bryant Elementary, such performance is not sufficient reason under the Public School Choice Act of 2015 for the State Board of Education to grant the Petitioner's appeal.

14. Academic performance is certainly an important factor for parents as they decide where to send their children to school. However, relative academic performance of schools is insufficient under the Public School Choice Act of 2015, the Rules, and the Bryant School Board's resolution to grant the Petitioner's appeal, particularly, as here, when the Bryant School District does not have available enrollment capacity sufficient under the law to accommodate the requested transfers. A separate Arkansas law does allow for Arkansas Opportunity Public School Choice Act transfers when a resident school is in academic distress. Ark. Code Ann. § 6-18-227.

15. According to records maintained by the Arkansas Department of Education, Mabelvale Elementary is not in academic distress. **[EXHIBIT F]**. Therefore, the Arkansas Opportunity Public School Choice Act does not apply.

Racial Considerations

16. For her final argument, the Petitioner maintains that her children are two of only 22 Caucasian children at Mabelvale Elementary. The Petitioner believes that her children would feel "less segregated" and "more apt to be excited to attend school each

and every day” if allowed to attend Bryant Elementary. As the State Board of Education is well aware, under federal and state law, the Respondent and State Board of Education may not consider a student’s race while determining whether to accept or deny a school choice application or appeal.

CONCLUSION

17. The Respondent understands and deeply appreciates the wishes of the Petitioner, and other parents, to send their children to school in our district. However, as noted above, the Bryant School District is beyond the statutory capacity threshold at the applicable elementary grade levels and elementary buildings. Those enrollment numbers do not take into account students who may move into the Bryant School District over the summer, as registration is still ongoing.

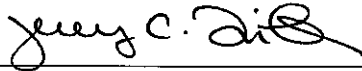
18. The Respondent continues to work hard to increase its enrollment capacity. Failed millage elections in February 2014 and March 2015 caused the district to make significant cuts to its budget in the hopes that the district could raise sufficient funds to build needed academic facilities. The district’s lean and efficient budget will not permit it to increase enrollment capacity at this time.

19. While the Public School Choice Act of 2015 promotes the laudable goal of providing academic choices to parents and students, the terms of the law are clear. A school district is not required to accept school choice transfers once it reaches ninety percent (90%) capacity at a program, class, grade level or school building. Moreover, the law does not require a school district to add teachers, staff, or classrooms in order to accommodate a school choice transfer.

20. Granting the Petitioner's appeal in this case would not be in accordance with Arkansas law. Such a decision would render the ninety percent (90%) capacity threshold established by the Arkansas General Assembly meaningless. Such a decision would also force the Bryant School District to bear expenses the Arkansas General Assembly expressly protected it from bearing.

21. For these reasons, the Bryant School District respectfully requests that the State Board of Education deny the Petitioner's appeal.

Respectfully submitted,



JEREMY C. LASITER
Arkansas Bar No. 2001205
Director of Human Resources and Legal Affairs
BRYANT SCHOOL DISTRICT
200 NW 4th Street
Bryant, AR 72022
Phone: (501) 847-5600
Fax: (501) 847-5695
jlaser@bryantschools.org

Exhibits (Attached):

- A. Bryant School Board Resolution, March 17, 2016 (2 pages)
- B. Fox Family School Choice Applications, April 22, 2016 (4 pages)
- C. Notification of Denial of School Choice Applications, June 15, 2016 (1 page)
- D. Fox Family School Choice Appeal, June 25, 2016 (25 pages)
- E. Bryant School District Enrollment and Capacity Data (Elementary) (2 pages)
- F. Arkansas Department of Education List of Schools in Academic Distress (1 page)

CERTIFICATE OF SERVICE

I, Jeremy Lasiter, hereby certify that a copy of the foregoing has been provided to the following on this 7th day of July, 2016, via the methods set forth below:

U.S. Mail:

Ms. Tara Fox

[REDACTED]

Mabelvale, AR 72103

U.S. Mail and Hand Delivery:

Office of the Commissioner

ATTN: Arkansas Public School Choice Act Appeals

Four Capitol Mall

Little Rock, AR 72201



JEREMY C. LASITER

SCHOOL CHOICE RESOLUTION OF THE BRYANT SCHOOL DISTRICT
BOARD OF DIRECTORS

WHEREAS, the Public School Choice Act of 2015, codified at Ark. Code Ann. § 6-18-1901, et seq., requires the Bryant School Board of Directors to adopt, by resolution, specific standards for the acceptance and rejection of school choice applications; and

WHEREAS, Ark. Code Ann. § 6-18-1903(d)(2)(A) states that the standards adopted by a school board for the acceptance and rejection of school choice application may include the capacity of a program, class, grade level, or school building; and

WHEREAS, Ark. Code Ann. § 6-18-1903(d)(2)(B) states that a school district board of directors may claim a lack of capacity only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building; and

WHEREAS, enrollment at each grade, and at each campus, of the Bryant School District exceeds ninety-five percent (95%) of capacity.

NOW, THEREFORE, BE IT RESOLVED BY THE BRYANT SCHOOL DISTRICT BOARD OF DIRECTORS, THAT THE FOLLOWING STANDARDS FOR THE ACCEPTANCE AND REJECTION OF SCHOOL CHOICE APPLICATIONS SHALL APPLY TO THE BRYANT SCHOOL DISTRICT FOR THE 2016-2017 SCHOOL YEAR:

1. Due to a lack of capacity as defined in Arkansas law, the Bryant School District is unable to approve school choice applications into the Bryant School District for the 2016-2017 school year.
2. The Bryant School District will accept siblings of students already attending the Bryant School District through an earlier school choice transfer.
3. The Bryant School District will accept students who attended school in the Bryant School District during the 2015-2016 school year, but whose families moved out of the Bryant School District, to remain in the Bryant School District through a school choice transfer.
4. The following standard is required by Arkansas law to be included in every school choice resolution: "Priority for acceptance of school choice applications will be given to an applicant who has a sibling or stepsibling who resides in the same household and is already enrolled in the Bryant School District by choice."
5. The Bryant School District Board of Directors agreed upon this resolution by vote on March 17, 2016, during an open, regularly scheduled meeting.

By:

Michael P. Daly
Mr. Michael Daly, Board President

By:

Joe Wishard
Mr. Joe Wishard, Board Secretary

APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"
(Must Be Submitted to Non-Resident District)

APPLICANT INFORMATION

Student Name: M [REDACTED] KINKAID

Student Date of Birth: [REDACTED] Gender Male ☐ Female ☒

Grade: 3

Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐ Asian ☐ African-American ☐
 Hispanic ☐ Native American/
 Native Alaskan ☐ Native Hawaiian/
 Pacific Islander ☐
 White ☒

RESIDENT SCHOOL DISTRICT OF APPLICANT

District Name: LITTLE ROCK SCHOOL DISTRICT County Name: PULASKI

Address: 810 W MARKHAM, LITTLE ROCK, AR 72201

Phone: (501) 447-1000

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name: BRYANT SCHOOL DISTRICT County Name: SALINE

Address: 200 NW 4TH STREET, BRYANT, AR 72022

Phone: (501) 847-5600

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

No

PARENT OR GUARDIAN INFORMATIONName: **TARA FOX**

Home Phone: [REDACTED]

Address: [REDACTED]

Work Phone: [REDACTED]

MABELVALE, AR 72103

Parent/Guardian Signature



Date:

4/3/2016

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

DISTRICT USE ONLY

Date and Time Received by Resident District:

Date and Time Received by Nonresident District:

04-22-16A10:51 RCVD

Resident District LEA #: 1

Nonresident District LEA#:

6303

Student's State Identification #:

Application

Accepted

Rejected

☒

Reason for Rejection (If Applicable):

Lack of Capacity

Date Notification Sent to Parent/Guardian of Applicant:

6/15/2016

Date Notification Sent to Resident District :

6/15/2016

APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"
(Must Be Submitted to Non-Resident District)

APPLICANT INFORMATION

Student Name: B [REDACTED] KINKAID

Student Date of Birth: [REDACTED] Gender Male ☒ Female ☐

Grade: 1

Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/
Native Alaskan ☐

Native Hawaiian/
Pacific Islander ☐

White ☒

RESIDENT SCHOOL DISTRICT OF APPLICANT

District Name: LITTLE ROCK SCHOOL DISTRICT County Name: PULASKI

Address: 810 W MARKHAM, LITTLE ROCK, AR 72201

Phone: (501) 447-1000

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name: BRYANT SCHOOL DISTRICT County Name: SALINE

Address: 200 NW 4TH STREET, BRYANT, AR 72022

Phone: (501) 847-5600

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

No

PARENT OR GUARDIAN INFORMATIONName: **TARA FOX**


Home Phone: [REDACTED]

Address: [REDACTED]

Work Phone: [REDACTED]

MABELVALE, AR 72103

Parent/Guardian Signature



Date:

4/3/2016

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

DISTRICT USE ONLY

Date and Time Received by Resident District:

Date and Time Received by Nonresident District:

04-22-16A10:51 RCVD

Resident District LEA #:

Nonresident District LEA#:

6303

Student's State Identification #:

Application

Accepted

Rejected

☒

Reason for Rejection (If Applicable):

Lack of capacityDate Notification Sent to Parent/Guardian of Applicant: **6/15/2016**Date Notification Sent to Resident District: **6/15/2016**



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

June 15, 2016

Ms. Tara Fox
[REDACTED]

Mabelvale, AR 72103

Dear Ms. Fox:

We regret to inform you that the school choice applications for M [REDACTED] Kincaid and B [REDACTED] Kincaid must be denied for the following reason(s):

1. Pursuant to Ark. Code Ann. § 6-18-1903(d)(2), the Bryant School District has a lack of enrollment capacity. The Bryant School District's enrollment at each grade, and at each campus exceeds ninety-five percent (95%) of capacity; and
2. Your children did not attend the Bryant School District during the 2015-2016 school year and they do not have siblings who currently attend the Bryant School District through an earlier school choice transfer.

While we sincerely regret that we cannot approve your application at this time, we encourage you to consider applying for a school choice transfer for the 2017-2018 school year. We wish you and your family the very best.

Sincerely,

Tom W. Kimbrell, Ed.D.
Superintendent

cc: Little Rock School District Administration

**RESPONDENT'S EXHIBIT
C**

Dr. Tom W. Kimbrell, Superintendent

200 NW Fourth Street Bryant, AR 72022 - Tel: +501 847 5600 - Fax: +501 847 5603

www.bryantschools.org

2131

June 25, 2016:

JUN 28 2016

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201



To Whom it May Concern:

I am writing this letter to appeal the decision made by the office of the superintendent at Bryant Public schools to deny my children, M [REDACTED] + B [REDACTED] Kinkaid, access to their schools. I've included rejection letters from the Bryant School district for both kids for the ²⁰¹⁵⁻²⁰¹⁶ ~~2015-2016~~ and ²⁰¹⁶⁻²⁰¹⁷ ~~2016-2017~~ school years. As per document "Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015 (ADE 329-7)", if the student is unable to transfer due to limits under section 7.02 of these rules, the resident district shall give priority for transfer in first year which district no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules. I don't feel any priority has been given for this new school year and subsequently if the Bryant School District is not going to participate in the Arkansas Public School Choice Act, then they should not be included as a choice. My kids currently attend the Mabelvale Elementary school, which per "Public-Schools.startclass.com" has a smart rating of 36. This is lower than the average rating of 61 for elementary schools in Arkansas. The Mabelvale Elementary School is in the bottom 20% of Arkansas elementary schools.

based on how the student body performed on the state reading and math exams. Additionally, the current demographic of Mabelvale Elementary shows a distribution of ethnic backgrounds made up of 72.9% Black, 20.9% Hispanic, and 5.5% White. That means my children make up 2 of the 22 White students that currently attend Mabelvale's 398 student body. Compared to Bryant School District, the Bryant Elementary School receives a rating of 75, far above the average rating of 61 and double that of Mabelvale Elementary. The Bryant Elementary School also is among the top 30% of Arkansas elementary schools based on the student bodies state reading and math assessments. Far better than the bottom 20% as Mabelvale Elementary. Additionally, the current demographic of Bryant Elementary shows a distribution of ethnic ~~backgrounds~~ backgrounds made up of 72.2% White, 12.8% Black, and 11.2% Hispanic. My children would feel less segregated in an more evenly distributed school district and more apt to be excited to attend school each and every day.

Thank you for your time and consideration. I really would like to see my children have the best education and learning environment possible, so they have a strong foundation before attending college.

Sincerely,
Tara Fox
Tara Fox



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

June 15, 2016

Ms. Tara Fox
[REDACTED]

Mabelvale, AR 72103

Dear Ms. Fox:

We regret to inform you that the school choice applications for M [REDACTED] Kincaid and B [REDACTED] Kincaid must be denied for the following reason(s):

1. Pursuant to Ark. Code Ann. § 6-18-1903(d)(2), the Bryant School District has a lack of enrollment capacity. The Bryant School District's enrollment at each grade, and at each campus exceeds ninety-five percent (95%) of capacity; and
2. Your children did not attend the Bryant School District during the 2015-2016 school year and they do not have siblings who currently attend the Bryant School District through an earlier school choice transfer.

While we sincerely regret that we cannot approve your application at this time, we encourage you to consider applying for a school choice transfer for the 2017-2018 school year. We wish you and your family the very best.

Sincerely,

Tom W. Kimbrell, Ed.D.
Superintendent

cc: Little Rock School District Administration

Dr. Tom W. Kimbrell, Superintendent

200 NW Fourth Street Bryant, AR 72022 - Tel: +501 847 5600 - Fax: +501 847 5603

www.bryantschools.org



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

April 28, 2015

Ms. Tara Fox
[REDACTED]

Mabelvale, AR 72103

Dear Ms. Fox:

We regret to inform you that the School Choice application you submitted for B [REDACTED] Kinkaid for the 2015-2016 school year is being denied for the following reason:

We have exceeded 90% of the student enrollment capacity of the school or program, as defined by Act 560 of 2015, that your child would be assigned to for the 2015-2016 school year.

If you have any questions, please feel free to contact me at 847-5600. We wish your children success in the future.

Sincerely,


Don McGohan
Assistant Superintendent

Dr. Tom W. Kimbrell, Superintendent

200 NW Fourth Street Bryant, AR 72022 - Tel: +501 847 5600 - Fax: +501 847 5603

www.bryantschools.org

2135



BRYANT PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

April 28, 2015

Ms. Tara Fox
[REDACTED]

Mabelvale, AR 72103

Dear Ms. Fox:

We regret to inform you that the School Choice application you submitted for M [REDACTED] Kinkaid for the 2015-2016 school year is being denied for the following reason:

We have exceeded 90% of the student enrollment capacity of the school or program, as defined by Act 560 of 2015, that your child would be assigned to for the 2015-2016 school year.

If you have any questions, please feel free to contact me at 847-5600. We wish your children success in the future.

Sincerely,

Don McGohan
Assistant Superintendent

Dr. Tom W. Kimbrell, Superintendent

200 NW Fourth Street Bryant, AR 72022 - Tel: +501 847 5600 - Fax: +501 847 5603

www.bryantschools.org

2136

Mabelvale Elementary School in Mabelvale, Arkansas

★★★★★ Be the first to review

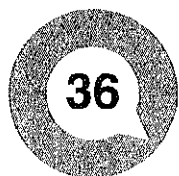


Smart Rating

Total Enrolled Students

Full-Time Teachers

Student-Teacher Ratio



546

29.4

19:1



[Browse All Public Schools](#)

[Edit This Listing](#)

Key Facts



Best Elementary School Schools in Arkansas

School Name

Smart Rating

Student-Teacher Ratio

Mount Pleasant Elementary School



11:1





16:1
16:1
16:1
16:1
16:1
16:1

< See All Public Schools



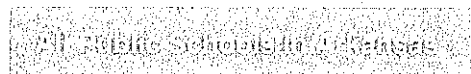
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15:1

Key Facts

Demographic

State Tests

16:1
16:1
16:1
16:1
16:1
16:1



Smart Rating

StartClass evaluated 1,126 schools in Arkansas on several factors including college entrance exam scores, state assessment scores, and class size to determine a Smart Rating for each. Mabelvale Elementary School receives a rating of 36, which is considerably lower than the average rating of 61 for elementary schools in Arkansas.

Size & Student/Teacher Ratio

The average number of students for elementary schools in Arkansas is 419, so Mabelvale Elementary School is large. The student to teacher ratio is 19:1, which is significantly higher than the average for all U.S. elementary schools (15.6) and significantly higher than the average for elementary schools in Arkansas (14.9).

Grades Offered

Students may enroll in Pre-K - 5th grade.



Location Details

- Chicot West I-30 South is characterized as: lower middle class, less educated, and primarily composed of children and teenagers (under 20), which is the most prevalent age group.

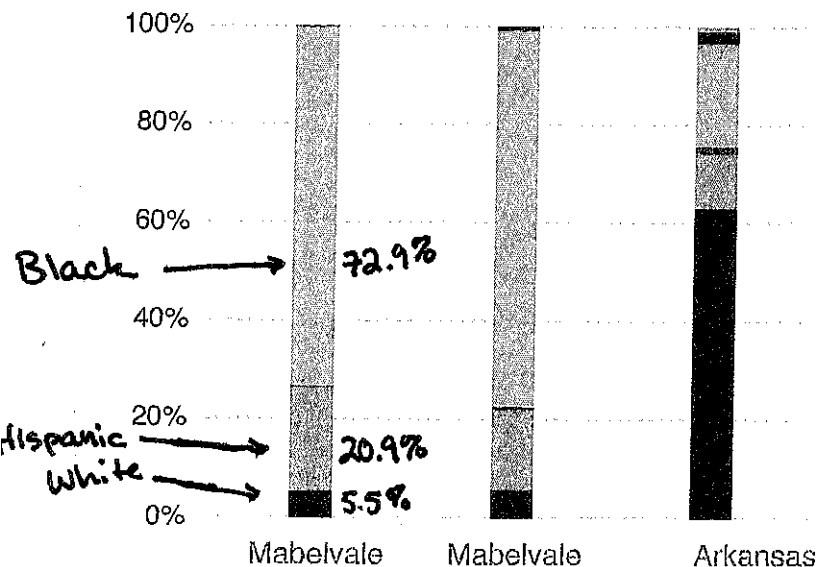
ADVERTISEMENT



Demographic and Socioeconomic Details



Ethnic Distribution



< See All Public Schools



Menu

o Races

■ American Indian

Key Facts

Demographics

State Tests

Mostly African-American Students

398 students, or 72.9% of the student population at Mabelvale Elementary School identify as African-American, making up the largest segment of the student body. A typical school in Mabelvale is made up of 76.6% African-American students, so Mabelvale Elementary School has a very similar ethnic distribution compared to other schools in the city.

The demographic breakdown of Mabelvale Elementary School is drastically different from that of a typical school in the state of Arkansas, which is made up of 21.0% African-American students on average.

Gender Distribution



■ Female ■ Male

Roughly Equal Distribution of Genders

There is roughly an equal percentage of males and females at Mabelvale Elementary School with 51% males and 49% females forming the student body.

Compared to Mabelvale

The average school in the city of Mabelvale is 50.1% female and 49.9% male.

Compared to Arkansas

A typical school in the state of Arkansas is about 48.7% female and 51.3% male on average.

Socioeconomic Details

National School Lunch Program

Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes **at or below 130%** of the poverty level are eligible for free meals. Those with incomes **between 130% and 185%** of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. 130 percent of the poverty level is **\$31,525** annual income for a family of four; 185 percent is **\$44,862** (different for Alaska and Hawaii, see ASPE for more details).

The median household income in Little Rock city is **\$45,135** per year. This city's median income is above the eligibility threshold for reduced price lunch, which may have an impact on the proportion of students eligible under the National School Lunch Program.

ADVERTISEMENT



State Assessment Testing Results

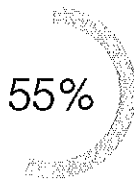


Overall Performance

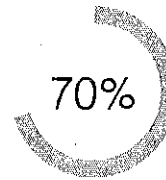
Overall Performance

Average Proficiency

Math Proficiency



Reading/Language Arts Proficiency



Schools in Arkansas with
High Proficiency Scores

Markedly Lower Test Scores Than Most Elementary Schools in Arkansas

Mabelvale Elementary School is in the bottom 20% of Arkansas elementary schools based on how the student body performed on the state reading and math exams. Bear in mind that the State Department of Education for Arkansas sets the standard for what is considered a proficient score on each subject area exam.

Performance by Gender

Math

Reading/Language Arts

Females Achieve Significantly Higher Math Proficiency Than Males at This School

In addition to achieving a higher math proficiency than males at this school, females also outperform males at most elementary schools in the Little Rock School district. On average, female math proficiency is about 3% higher than male math proficiency. At the state level, females at elementary schools in Arkansas have performed about equally as well as males on the math assessment.

Performance by Ethnicity

Math

Reading/Language Arts


Small Achievement Gap between Ethnicities on the Math Exam

Based on the difference in proficiency between African-Americans and Caucasian students (ethnicities with the highest and lowest math proficiency, respectively), Mabelvale Elementary School has **largely minimized the disparity in math literacy** among different ethnic groups, but there is still room for improvement.


Bear in mind that African-American students also comprise the largest segment of the student body at Mabelvale Elementary School. **Caucasian students represent the smallest ethnic group** at this school and have **achieved the lowest level of math proficiency** out of the three ethnic groups represented at this school.

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QX80



\$829/MONTH LEASE FOR 39 MONTHS
• STARTING AT \$63,250



INFINITI

Two or more in this price. 10,000 miles per year. \$700 non-refundable acquisition fee. \$6,499 due at signing. Excludes tax. Interest rate available for well-qualified buyers. Offer expires 6/30/16.

✓ National Testing Performance



Arkansas School Performance

Current

4th Grade

8th Grade



Ever Wonder How Arkansas Compares to Other States in Academic Performance?

Use the heat map to compare national standardized test score performance in different states.

Average scores for students in Arkansas are:

- SAT (Combined): 1688 - slightly better than nat'l average (1552)

- ACT (Composite): **20.4** - slightly worse than nat'l average (21.1)
- AP Exam Scores of 3 or Above: **32.6%** - significantly worse than nat'l average (60.2%)
- 4th Grade NAEP Percent at or above Proficient:
 - Math: **32%** - worse than nat'l average (40%)
 - Reading: **32%** - worse than nat'l average (36%)
- 8th Grade NAEP Percent at or above Proficient:
 - Math: **25%** - worse than nat'l average (33%)
 - Reading: **27%** - worse than nat'l average (35%)

School District Information



District Summary

Overall

Funding Sources

Expenses

Historical Finance

School District Financial Analysis

Total Revenue

\$363
MILLION



Total Expenditures

\$386
MILLION



Total Operating Margin

-\$23.1
MILLION



Revenue per Student

\$14,135



Expenditure per Student

\$15,034



Total Students

25,685

25,685

Public School Finance Data

Each year, the National Center for Education Statistics provide statistics about the finances of elementary and secondary public schools in Little Rock School District.

Little Rock School District has one of the largest number of public school students in the state of Arkansas with 25,685 students (top 10% in the state).

In fiscal year of 2012, Little Rock School District operated at a loss of \$-23.09M. To learn more about the revenue and expenditure breakdown, click through the tabs above to learn more.

Revenue

Majority of District's Education Funding Comes from State & Local Sources

Type	District Amount	Arkansas Avg. Amount
Total Funding Amount	\$363,053,000	\$19,296,324
Federal Funds	\$56,111,000	\$3,080,018

Bryant Elementary School in Bryant, Arkansas



Be the first to review

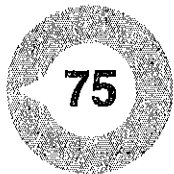


Smart Rating

Total Enrolled Students

Full-Time Teachers

Student-Teacher Ratio



713

36.0

20:1



Edit This Listing

✓ Key Facts



Best Elementary School Schools in Arkansas

School Name

Smart Rating

Student-Teacher Ratio

Mount Pleasant Elementary School



11:1



Pin Tree Elementary School

97

16:1

Smart Rating
16:1
16:1
16:1
16:1

Mountain Springs Elementary School

97

15:1

Smart Rating
15:1
15:1
15:1
15:1

Forest Heights Elementary School

97

16:1

Smart Rating
16:1
16:1
16:1
16:1



Smart Rating

StartClass evaluated 1,126 schools in Arkansas on several factors including college entrance exam scores, state assessment scores, and class size to determine a Smart Rating for each. **Bryant Elementary School receives a rating of 75, which is moderately high considering the average rating is 61 for elementary schools in Arkansas.**

Size & Student/Teacher Ratio

The average number of students for elementary schools in Arkansas is 419, so Bryant Elementary School is **very large**. The student to teacher ratio is 20:1, which is significantly higher than the average for all U.S. elementary schools (15.6) and significantly higher than the average for elementary schools in Arkansas (14.9).

Grades Offered

Students may enroll in Pre-K - 5th grade.



Location Details

- Bryant is an upper middle class, moderately educated city
- This area has a typical age distribution compared to the rest of the country

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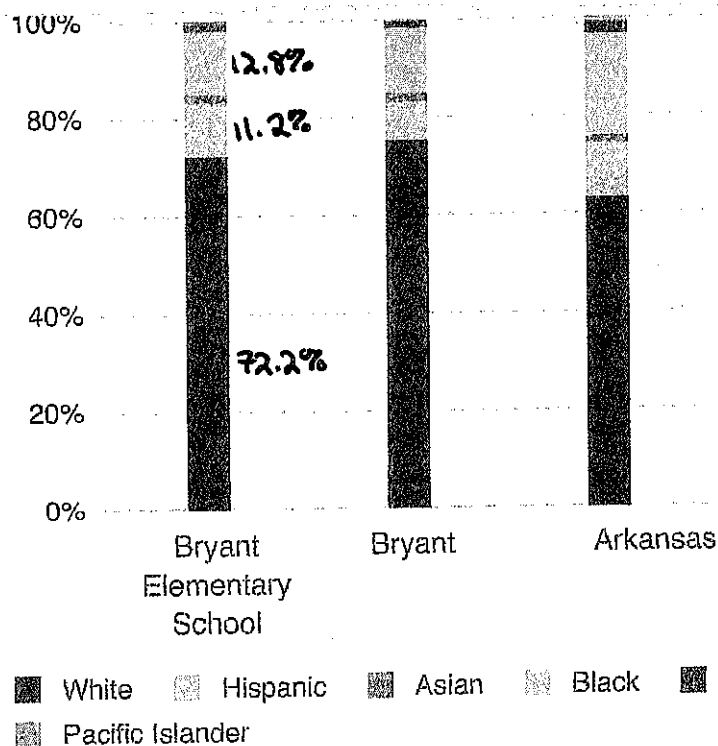


See All Public Schools

Menu



Key Facts Demographics State Tests



Mostly Caucasian Students

Bryant Elementary School identify as Caucasian, the local school in Bryant is made up of 75.2% Caucasian students, so Bryant Elementary School has a very similar ethnic distribution compared to other schools in the city.

The demographic breakdown of Bryant Elementary School is similar to that of a typical school in the state of Arkansas, which is made up of 63.1% Caucasian students on average.

Gender Distribution

■ Female ■ Male

Roughly Equal Distribution of Genders

There is roughly an equal percentage of males and females at Bryant Elementary School with 51% males and 49% females forming the student body.

Compared to Bryant

The average school in the city of Bryant is 49.5% female and 50.5% male.

Compared to Arkansas

A typical school in the state of Arkansas is about 48.7% female and 51.3% male on average.

Socioeconomic Details

National School Lunch Program

Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes **at or below 130%** of the poverty level are eligible for free meals. Those with incomes **between 130% and 185%** of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. 130 percent of the poverty level is **\$31,525** annual income for a family of four; 185 percent is **\$44,862** (different for Alaska and Hawaii, see **ASPE** for more details).

The median household income in Bryant city is **\$62,761** per year. This city's median income is above the eligibility threshold for reduced price lunch, which may have an impact on the proportion of students eligible under the National School Lunch Program.

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2016 Grants



\$5,730 Grant If You Qualify Start Now!

2 Bedroom Apartments



Whispering School



Uniforms

State Assessment Testing Results



Overall Performance

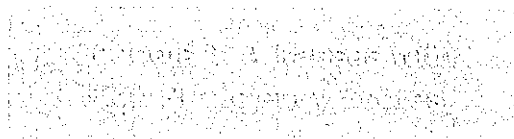
Overall Performance

Average Proficiency

Math Proficiency



Reading/Language Arts Proficiency



Noticeable Higher Test Scores Than Most Elementary Schools in Arkansas

Bryant Elementary School is in the top 30% of Arkansas elementary schools based on how the student body performed on the state reading and math assessments. Bear in mind that the State Department of Education for Arkansas sets the standard for what is considered a proficient score on each subject area exam.

Performance by Gender

Math

Reading/Language Arts

Females Achieve Slightly Higher Math Proficiency Than Males at This School

While females at this school have achieved a higher math proficiency than males, at most elementary

schools in the Bryant School district, males and females have achieved about an equal level of math proficiency. At the state level, females at elementary schools in Arkansas have performed about equally as well as males on the math assessment.

Performance by Ethnicity

Math

Reading/Language Arts

Large Achievement Gap between Ethnicities on the Math Exam

Based on the difference in proficiency between Caucasians and Asian students (ethnicities with the highest and lowest math proficiency, respectively), Bryant Elementary School has **not successfully minimized the disparity in math literacy** among different ethnic groups.

Bear in mind that Caucasian students also comprise the largest segment of the student body at Bryant Elementary School. **Asian students represent the smallest ethnic group** at this school and have **achieved the lowest level of math proficiency** out of the four ethnic groups represented at this school.

ADVERTISEMENT



✓ National Testing Performance



Arkansas School Performance

Current

4th Grade

5th Grade



Ever Wonder How Arkansas Compares to Other States in Academic Performance?

Use the heat map to compare national standardized test score performance in different states. Average scores for students in Arkansas are:

- SAT (Combined): 1688 - slightly better than nat'l average (1552)

- ACT (Composite): 20.4 - slightly worse than nat'l average (21.1)
- AP Exam Scores of 3 or Above: 32.6% - significantly worse than nat'l average (60.2%)
- 4th Grade NAEP Percent at or above Proficient:
 - Math: 32% - worse than nat'l average (40%)
 - Reading: 32% - worse than nat'l average (36%)
- 8th Grade NAEP Percent at or above Proficient:
 - Math: 25% - worse than nat'l average (33%)
 - Reading: 27% - worse than nat'l average (35%)

✓ School District Information



District Summary

Overall

Building Sources

Expenses

Historical Trends

School District Financial Analysis

Total Revenue

\$71
MILLION

2015-2016

Total Expenditures

\$85.6
MILLION

2015-2016

Total Operating Margin

-\$14.6
MILLION

2015-2016

Revenue per Student

\$8,843

2015-2016

Expenditure per Student

\$10,664

2015-2016

Total Students

8,027

8,027

Public School Finance Data

Each year, the National Center for Education Statistics provide statistics about the finances of elementary and secondary public schools in Bryant School District.

Bryant School District has one of the largest number of public school students in the state of Arkansas with 8,027 students (top 10% in the state).

In fiscal year of 2012, Bryant School District operated at a loss of \$-14.62M. To learn more about the revenue and expenditure breakdown, click through the tabs above to learn more.

Revenue

Majority of District's Education Funding Comes from State Sources

Type	District Amount	Arkansas Avg. Amount
Total Funding Amount	\$70,985,000	\$19,296,324
Federal Funds	\$6,785,000	\$3,080,018

Bryant School District Elementary Enrollment

First and Third Grade Enrollment as of May 2016 (End of 2015-2016 School Year)

First	2015-2016 Sections	2015-2016 Slots Per Grade	Enrollment as of 5/13/2016	Percent/Capacity
Total	30	750	719	96%

Third	2015-2016 Sections	2015-2016 Slots Per Grade	Enrollment as of 5/13/2016	Percent/Capacity
Total	31	775	743	96%

Total Elementary Enrollment as of May 2016 (End of 2015-2016 School Year)

15/16	Building Slots	Building Enrollment	Percent/Capacity
	4509	4264	95%

**RESPONDENT'S EXHIBIT
E**

Projected First and Third Grade Enrollment on August 15, 2016

First (2016-2017 Projected)*	Projected Slots	Projected Enrollment	Percent/Capacity
Total	725	684	94%

*Registration is still ongoing.

Projected First and Third Grade Enrollment on August 15, 2016 (continued)

Third (2016-2017 Projected)*	Projected Slots	Projected Enrollment	Percent/Capacity
Total	750	742	99%

*Registration is still ongoing.

Total Projected Elementary Enrollment on August 15, 2016

16/17*	Building Slots	Projected Building Enrollment	Projected Percent/Capacity
	4468	4207	94%

*Registration is still ongoing.

Schools Classified as Academic Distressed on April 14, 2016

**2013 - 2015 Percent
Proficient All
Students Math +
ELA**

District Number	District Name	School LEA	Number	School Name	2013 - 2015 Percent Proficient All Students Math + ELA
4702000	BLYTHEVILLE SCHOOL DISTRICT		4702706	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SC	44.089
4702000	BLYTHEVILLE SCHOOL DISTRICT		4702012	BLYTHEVILLE MIDDLE SCHOOL	44.899
6044700	COVENANTKEEPERS CHARTER SCHOOL		6044702	COVENANT KEEPERS CHARTER	44.147
0901000	DERMOTT SCHOOL DISTRICT		0901003	DERMOTT HIGH SCHOOL	49.445
3502000	DOLLARWAY SCHOOL DISTRICT		3502010	DOLLARWAY HIGH SCHOOL	39.53
3502000	DOLLARWAY SCHOOL DISTRICT		3502009	ROBERT F MOREHEAD MIDDLE SCHOOL	46.206
6201000	FORREST CITY SCHOOL DISTRICT		6201011	FORREST CITY HIGH SCHOOL	39.516
6201000	FORREST CITY SCHOOL DISTRICT		6201010	FORREST CITY JR. HIGH	48.697
6201000	FORREST CITY SCHOOL DISTRICT		6201016	LINCOLN ACADEMY	46.771
5403000	HELENA/ W.HELENA SCHOOL DIST.		5403019	CENTRAL HIGH SCHOOL	48.517
2903000	HOPE SCHOOL DISTRICT		2903012	HOPE HIGH SCHOOL	47.362
6049700	LITTLE ROCK PREPARATORY ACADEM		6049701	LITTLE PREP ACADEMY ELEMENTARY	47.992
6001000	LITTLE ROCK SCHOOL DISTRICT		6001702	CLOVERDALE AEROSPACE TECH CHARTER	42.905
6001000	LITTLE ROCK SCHOOL DISTRICT		6001002	HALL HIGH SCHOOL	41.006
6001000	LITTLE ROCK SCHOOL DISTRICT		6001013	HENDERSON MIDDLE SCHOOL	46.459
6001000	LITTLE ROCK SCHOOL DISTRICT		6001063	J.A. FAIR HIGH SCHOOL	48.335
6001000	LITTLE ROCK SCHOOL DISTRICT		6001064	MCCLELLAN MAGNET HIGH SCHOOL	46.989
5404000	MARVELL-ELAINE SCHOOL DISTRICT		5404032	MARVELL-ELAINE HIGH SCHOOL	45.932
3505000	PINE BLUFF SCHOOL DISTRICT		3505025	BELAIR MIDDLE SCHOOL	46.129
3505000	PINE BLUFF SCHOOL DISTRICT		3505042	PINE BLUFF HIGH SCHOOL	43.268
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT		6003119	JACKSONVILLE MIDDLE SCHOOL	46.487
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT		6003125	WILBUR D. MILLS HIGH SCHOOL	46.188
7009000	STRONG-HUTTIG SCHOOL DISTRICT		7009049	STRONG HIGH SCHOOL	46.05
3509000	WATSON CHAPEL SCHOOL DISTRICT		3509067	WATSON CHAPEL HIGH SCHOOL	47.31

Academic Distressed Schools have percent proficient and advanced of 49.5 or less using the following calculation:
 (number of students proficient or advanced for math in the last three years) divided by
 (number of students proficient or advanced for literacy in the last three years) divided by
 (the number of math tests in the last three years plus the number of literacy tests in the last three years).
 The State Board of Education classified 24 schools as being in Academic Distress.

On May 12, 2016, Lincoln Academy was given the classification from Lincoln Academy of Excellence.

*

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) "Nonresident district" means a school district other than a student's resident district;
- (2) "Parent" means a student's parent, guardian, or other person having custody or care of the student;
- (3) "Resident district" means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) "Transfer student" means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

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Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

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Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015”
(Must Be Submitted to Non-Resident District)***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/
Native Alaskan ☐Native Hawaiian/
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

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- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
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- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

July 7, 2016

Johnny Key
Commissioner

Silkie Molnar
[REDACTED]
Winslow, AR 72959

Dennis Copeland, Superintendent
Mountainburg School District
129 Hwy 71 SW
Mountainburg, AR 72946

State Board
of Education

Mireya Reith
Fayetteville
Chair

Larry Ben, Superintendent
Greenland School District
10 N. Main
Greenland, AR 72737

Dr. Jay Barth
Little Rock
Vice Chair

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, July 22, 2016**.

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

Ouida Newton
Poyen

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

R. Brett Williamson
El Dorado

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Diane Zook
Melbourne

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

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

*An Equal
Opportunity
Employer*

APPEAL

Silkie Molnar (Mother)

Rhonda Koontz (Grandmother)

Caroline Harmon (Aunt)

WINSLOW, AR 72959

WINSLOW, AR 72959

Commissioner of Education – Johnny Key
Arkansas Department of Education
Room 304-A
#4 State Capitol Mall
Little Rock, AR 72201-1071

RECEIVED
COMMISSIONER'S OFFICE

JUL 01 2016

DEPARTMENT OF EDUCATION

Commissioner Johnny Key,

I am writing to you on behalf of my sister, Silkie Molnar, for her sons A [REDACTED] Molnar and A [REDACTED] Molnar. A [REDACTED] and A [REDACTED] were recently denied their applications to their school choice of Mountainburg School District because they are Special Needs Children. The school sent letters stating they have a high percentage of Special Education at the Mountainburg School District and would need more personal.

My sister would like to formally request an appeal of this denial. This is a list of why she thinks A [REDACTED] and A [REDACTED] would do their best academically in Mountainburg School.

1. A [REDACTED] and A [REDACTED] had been students at Mountainburg for several years until last school year when my sister had to move for financial reasons. Since then, she was able to move back to Winslow with the aid of family.
2. A [REDACTED] and A [REDACTED] are special needs children. They thrive in environments they know best and flounder in new ones.
3. They know people in Mountainburg and have friendships there. This is a very good thing because when they had to go to the Lincoln School District last school year they had been picked on from the very first day onward. Going to school became very difficult for them.
4. Mountainburg is not very far away from their house in Winslow. Their house hold is low income and it would be very costly to drive the children to a further away school district.
5. A [REDACTED] and A [REDACTED] cousins were approved to attend the Mountainburg School District. Their names are [REDACTED] and [REDACTED]
6. Their cousins live in the house right next to theirs. It would be cost efficient to have all the children in the same school district that way they can save money on gas expenses by carpooling together.
7. I know that A [REDACTED] and A [REDACTED] are Special Needs Children, but they are also great little guys. They're loving, kind, brave, funny, inquisitive, artistic, and all around great little men. Mountainburg Schools would be very lucky to have those two little red-heads smiling, laughing, and learning in their school district.

I have included copies of their denial letters, their cousin's acceptance letters, and a self-addressed stamped envelope.

Please grant their appeal. We thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Caroline Harmon', written over a horizontal line.

Caroline Harmon

On Behalf Of

A handwritten signature in black ink, appearing to read 'Silkie Molnar', written in a cursive style.

Silkie Molnar

For A [REDACTED] and A [REDACTED] Molnar

MOUNTAINBURG PUBLIC SCHOOLS

In Arkansas' Most Scenic School District.

Superintendent
479-369-2121
Fax: 479-369-2138

129 Highway 71 S W
Mountainburg, AR 72946

Middle School Principal
479-369-4506
Fax: 479-369-4355

High School Principal
479-369-2146
Fax: 479-369-2845

Elementary School Principal
479-369-2762
Fax: 479-369-4302

June 22, 2016

Silke C. Molnar

Winslow, AR 72959

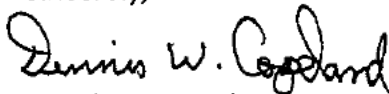
← They miss spelled her name. Silke Le Anne

Dear Silke C. Molar:

I regret to inform you that the Mountainburg School District has denied the school choice application that was submitted on behalf of A [REDACTED] Molnar. The denial is based on Special Education high percentages at the Mountainburg School District and having to hire additional personnel.

You have the right to appeal this decision to the State Board of Education.

Sincerely,


Dennis W. Copeland,
Superintendent

MOUNTAINBURG PUBLIC SCHOOLS

In Arkansas' Most Scenic School District

Superintendent
479-369-2121
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Silke C. Molnar

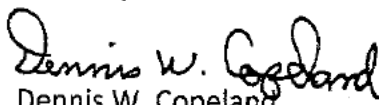
Winslow, AR 72959

Dear Silke C. Molar:

I regret to inform you that the Mountainburg School District has denied the school choice application that was submitted on behalf of A [REDACTED] Molnar. The denial is based on Special Education high percentages at the Mountainburg School District and having to hire additional personnel.

You have the right to appeal this decision to the State Board of Education.

Sincerely,


Dennis W. Copeland,
Superintendent

MOUNTAINBURG PUBLIC SCHOOLS
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June 22, 2016

[REDACTED]

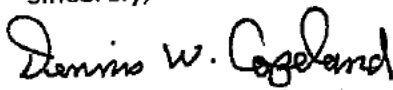
Dear [REDACTED]

I am pleased to inform you that the Mountainburg School District has accepted the school choice application that was submitted on behalf of [REDACTED] so that he can attend the Mountainburg School District beginning with the 2016-2017 school year.

Since the school choice application for your student has been approved, no application for participation in the future years will be required.

Welcome to the Mountainburg Public School!

Sincerely,


Dennis W. Copeland,
Superintendent

MOUNTAINBURG PUBLIC SCHOOLS

In Arkansas' Most Scenic School District

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479-369-2121
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June 22, 2016

[REDACTED]

[REDACTED]

I am pleased to inform you that the Mountainburg School District has accepted the school choice application that was submitted on behalf of [REDACTED] so that she can attend the Mountainburg School District beginning with the 2016-2017 school year.

Since the school choice application for your student has been approved, no application for participation in the future years will be required.

Welcome to the Mountainburg Public School!

Sincerely,

Dennis W. Copeland

Dennis W. Copeland,
Superintendent

RESPONSE

Subject: Re: Notice of Filing of School Choice Appeal - Molnar Family
Date: Tuesday, July 5, 2016 at 2:13:30 PM Central Daylight Time
From: Dennis Copeland
To: Jennifer Davis (ADE)

Jennifer,

In response to this information, the reason the Molnars were denied the School Choice Option into Mountainburg was that it put us over capacity in our Self-Contained Classrooms. The District would have to hire additional staff if the Molnars were approved to attend on the School Choice Option. Currently, 19% of our student body is made up of Special Needs students in K-12th Grade.

Sincerely,

Dennis W. Copeland,
Superintendent

On Tue, Jul 5, 2016 at 10:04 AM, Jennifer Davis (ADE) <Jennifer.Davis@arkansas.gov> wrote:
Superintendent Copeland:

Please find attached a school choice appeal filed with the ADE by the Molnar family. The family appeals the decision of the Mountainburg School District to deny the school choice transfer of their children from the Lincoln School District. The applicable ADE rules state that a nonresident district must file any response to the appeal within ten (10) days of receipt of the appeal.

You may send any response to me via email or you may send it to the following address:

Office of the Commissioner

ATTN: Arkansas Public School Choice Act Appeals

Four Capitol Mall

Little Rock, Arkansas 72201

I have enclosed a copy of the current ADE rules and the school choice statutes for your review. ADE staff will send all parties a formal notification letter once any response is received (or if the ten day time period passes without a response from the nonresident district).

Thank you for your attention to this matter.

Thanks,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A

Little Rock, AR 72201

(501) 682-4227

(501) 682-4249 (fax)

jennifer.davis@arkansas.gov <mailto:jennifer.davis@arkansas.gov>

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) "Nonresident district" means a school district other than a student's resident district;
- (2) "Parent" means a student's parent, guardian, or other person having custody or care of the student;
- (3) "Resident district" means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) "Transfer student" means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015”
(Must Be Submitted to Non-Resident District)***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/
Native Alaskan ☐Native Hawaiian/
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

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- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

July 29, 2016

State Board
of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Gary and Alanna Newton

Little Rock, AR 72212-1909

Jerry Guess, Superintendent
Pulaski County Special School District
925 E. Dixon Road
Little Rock, AR 72206

Michael Poore, Superintendent
Little Rock School District
810 W. Markham St.
Little Rock, AR 72201-1306

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Everyone:

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.**

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis
Staff Attorney

Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

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

*An Equal
Opportunity
Employer*

APPEAL

Subject: RE: Appeal of Denial of School Choice

Date: Monday, July 25, 2016 at 10:15:18 AM Central Daylight Time

From: Lori Freno (ADE)

To: Gary Newton

CC: Jennifer Davis (ADE)

Thank you Mr. Newton. We have received your appeal and I am forwarding it to Staff Attorney Jennifer Davis.

Lori Freno
General Counsel
Arkansas Department of Education
Four Capitol Mall, Room 301A
Little Rock, AR 72201
(501) 682-4234

From: Gary Newton [mailto:[REDACTED]]
Sent: Friday, July 22, 2016 4:03 PM
To: Lori Freno (ADE) <Lori.Freno@arkansas.gov>
Subject: Appeal of Denial of School Choice

Dear Ms. Freno,

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, please accept this email as notification of our appeal to the State Board of Education of the decision of the Pulaski County Special School District to deny our child's school choice application for the 2016-17 school year. Our family resides in the Little Rock School District.

According to the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, we delivered our application to the Pulaski County Special School District on 4/29/2016, two days before the May 1st deadline. Notice of denial was sent 7/18/2016 and received until 7/20/2016.

Because the superintendent of the nonresident district did not notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected by the July 1st deadline, we respectfully request that the district's denial of transfer be declared null and void and the transfer granted.

Sincerely,

Gary Newton
Parent of J [REDACTED] [REDACTED] [REDACTED] Newton

http://www.arkansased.gov/public/userfiles/Public_School_Accountability/Equity_Assistance/School_Choice_Rules.pdf

"6.00 APPLICATION FOR TRANSFER

"6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected."



PULASKI COUNTY SPECIAL SCHOOL DISTRICT

925 East Dixon Road/P.O. Box 8601
Little Rock, Arkansas 72216
www.pcssd.org
(501) 234-2000

July 18, 2016

Gary and Alanna Newton

[REDACTED]
Little Rock, AR 72212-1909

Parent/Guardian:

Pulaski County Special School District (PCSSD) is in receipt of the Application for Transfer to a Nonresident District that you submitted.

We regret to inform you that the application you submitted for J [REDACTED] **Newton** has been denied due to the PCSSD exercising an exemption to the Arkansas Public School Choice Act of 2015.

This means that for the 2016-2017 school year student transfer requests to enter or exit PCSSD under the Arkansas Public School Choice Act of 2015 will not be granted.

Thank you for taking the time to submit your application and if you need further information please do not hesitate to call 234-2000.

Respectfully,

A handwritten signature in blue ink, which appears to read "Jerry Guess", is written over a horizontal line.

Dr. Jerry Guess
Superintendent of Schools

139.68

APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"
(Must Be Submitted to Non-Resident District)

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☒

Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐

No ☒

Is applicant currently under expulsion? Yes ☐

No ☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/
Native Alaskan ☐

Native Hawaiian/
Pacific Islander ☐

White ☒

RESIDENT SCHOOL DISTRICT OF APPLICANT

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

PARENT OR GUARDIAN INFORMATION

Name: Gary & Alanna Newton

Home: [REDACTED]

Address: [REDACTED]

Work: [REDACTED]

Little Rock, AR 72212.1909

Parent/Guardian Signature
Gary Newton

Date:
4/29/2016

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

DISTRICT USE ONLY

Date and Time Received by Resident District:		Date and Time Received by Nonresident District: <u>4/29/16</u>	
Resident District LEA #:		Nonresident District LEA#: <u>40-03</u>	
Student's State Identification #:			
Application	Accepted	Rejected	<input checked="" type="checkbox"/>
Reason for Rejection (If Applicable): <u>PCSSD EXERCISING AN EXEMPTION TO THE ARKANSAS PUBLIC SCHOOL CHOICE ACT 2015</u>			
Date Notification Sent to Parent/Guardian of Applicant: <u>7/18/16</u>			
Date Notification Sent to Resident District: <u>7/18/16</u>			

RESPONSE

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

End of Document

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

<i>APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT</i> <i>“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015”</i> <i>(Must Be Submitted to Non-Resident District)</i>		
APPLICANT INFORMATION		
Student Name:		
Student Date of Birth:	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Grade:		
Does the applicant require special needs or programs? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Is applicant currently under expulsion? Yes <input type="checkbox"/> No <input type="checkbox"/>		
ETHNIC ORIGIN (CHECK ONE) (For data reporting purposes only)		
2 or More Races <input type="checkbox"/>	Asian <input type="checkbox"/>	African-American <input type="checkbox"/>
Hispanic <input type="checkbox"/>	Native American/ Native Alaskan <input type="checkbox"/>	Native Hawaiian/ Pacific Islander <input type="checkbox"/>
White <input type="checkbox"/>		
RESIDENT SCHOOL DISTRICT OF APPLICANT		
District Name:		County Name:
Address:		
Phone:		
NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND		
District Name:		County Name:
Address:		
Phone:		
Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:		

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

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- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

July 7, 2016

Johnny Key
Commissioner

Robert and Carmen Wall

Pine Bluff, AR 71603

Dr. Larry Smith, Superintendent
White Hall School District
1020 W. Holland
White Hall, AR 71602

State Board
of Education

Mireya Reith
Fayetteville
Chair

Michael Robinson, Superintendent
Pine Bluff School District
512 S. Pine Street
Pine Bluff, AR 71601

Dr. Jay Barth
Little Rock
Vice Chair

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, July 22, 2016**.

Charisse Dean
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

Dr. Fitz Hill
Little Rock

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

Ouida Newton
Poyen

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

R. Brett Williamson
El Dorado

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Diane Zook
Melbourne

Sincerely,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

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

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Employer*

APPEAL

**RECEIVED
ATTORNEY'S OFFICE**

JUL 05 2016

June 30, 2016

**DEPARTMENT OF EDUCATION
GENERAL DIVISION**

Office of the Commission
Arkansas Department of Education
Division of Public School Accountability

**RECEIVED
COMMISSIONER'S OFFICE**
JUL 05 2016
DEPARTMENT OF EDUCATION

Letter for Appeal

In April 2016, we submitted two applications for School of Choice to the White Hall School District for our twins, [REDACTED] and [REDACTED] Wall. On Monday, June 27, we learned that J [REDACTED] had been accepted but [REDACTED] had been rejected. We spoke with the superintendent and learned that the rejection was based on the number of slots available. We are writing this to appeal this decision based on the facts that our (1) oldest child is already enrolled in the district, (2) one of the twins was accepted, (3) our active involvement at Taylor Elementary, and (4) the unnecessary psychological and emotional stress that would be caused by sending twins to separate schools.

Our oldest child, [REDACTED] is a star pupil at Taylor Elementary in White Hall. He just finished the 1st grade and already reads on a 4th grade level. He was 1 of only [REDACTED] first graders selected to the Gifted and Talented Education program. He has also been one of the top academic performers in his class. J [REDACTED] and [REDACTED] are equally advanced; both have already started reading, know their colors, ABC's, and can count to 100. [REDACTED] has already started to write short sentences.

We feel that it is unfair for the twins to have to attend separate elementary schools. We are currently zoned for Southwood Elementary in Pine Bluff. After research and speaking with other parents, our concerns have only been exacerbated. Southwood seems to lack the academic environment, performance and cultural diversity that we have experienced at Taylor. Additionally, we would have the burden of separate drop-off/pick-ups, Parent Teacher Organizations, field trips (one of us usually chaperones), and school event participation.

My wife and I are both actively involved at Taylor Elementary. She volunteers 1-2 days per week and has been a consistent substitute teacher for over a year. I am a Watchdog Dad and frequently chaperone fieldtrips. We have been members of the PTO. Separating the children would significantly impact our level of involvement due to the fact that we would have to divide our time between two schools.

We believe that separating the twins would cause psychological and emotional distress. While they were in separate pre-k classrooms at the UAPB Child Development Center, they have never been separated for extended periods. At their current level of emotional development, we are extremely concerned that this will have an adverse effect on them. This will be particularly difficult for [REDACTED], who will be completely isolated from her siblings.

Finally, we understand the difficult nature of this situation. Superintendent Smith explained that there were only four slots available for School of Choice in White Hall. We asking that you give strong consideration to this appeal. We are confident given our level of involvement and our children's performance this will have positive impact on White Hall and Taylor Elementary. Thank you for your consideration.

Enclosed are the following documents: [REDACTED] Wall's rejection letter, [REDACTED] Wall's application form, [REDACTED] Wall's application form, and [REDACTED] Wall's acceptance letter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert + Carmen Wall".

Robert and Carmen Wall

WHITE HALL SCHOOL DISTRICT
1020 West Holland
White Hall, AR 71602
870247-2002

June 21, 2016

Carmen Wall
[REDACTED]

Pine Bluff, AR 71603

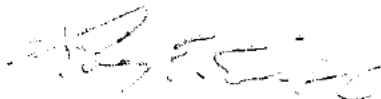
Carmen Wall,

I am sorry, but the application you submitted for J [REDACTED] Wall has been rejected for the following reason.

 X The non resident district(White Hall) is over capacity for Kindergarten.

As noted in your original application, you have 10 days from receipt of this notice in which to appeal this decision to the Arkansas State Board of Education.

Respectfully,



Dr. Larry Smith, Superintendent

APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT **"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"** *(Must Be Submitted to Non-Resident District)*

APPLICANT INFORMATION

Student Name: [Redacted] Wall

Student Date of Birth: [Redacted] Gender Male ☐ Female ☒

Grade: Kindergarten

Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒

ETHNIC ORIGIN (CHECK ONE) (For data reporting purposes only)

2 or More Races ☐ Asian ☐ African-American ☒

Hispanic ☐ Native American/ Native Alaskan ☐ Native Hawaiian/ Pacific Islander ☐

White ☐

RESIDENT SCHOOL DISTRICT OF APPLICANT

District Name: Pine Bluff School District County Name: Jefferson County

Address: 512 S. Pine Street, Pine Bluff, AR 71601

Phone: 870-543-4200

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name: WHITE HALL SCHOOL DISTRICT County Name: JEFFERSON

Address: 1020 WEST HOLLAND, WHITE HALL, AR 71602

Phone: 870-247-2002

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

Yes. [Redacted] Hall first grade TES

PARENT OR GUARDIAN INFORMATION

Name:

Carmen Wall

Home Phone:

[REDACTED]

Address:

[REDACTED]

Work Phone:

NA

Pine Bluff, AR 71603

Parent/Guardian Signature

Carmen Wall

Date:

April 12, 2016

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

DISTRICT USE ONLY

Date and Time Received by Resident District:

Date and Time Received by Nonresident District:

APR 12 P.M.

2:30 pm

Resident District LEA #:

Nonresident District LEA#:

3510000

Student's State Identification #:

Application

Accepted

Rejected

Over Capacity

Reason for Rejection (If Applicable):

Over 90% Capacity

Date Notification Sent to Parent/Guardian of Applicant:

Date Notification Sent to Resident District:

MAY 02 AM

Taylor

98

APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"
(Must Be Submitted to Non-Resident District)

APPLICANT INFORMATION

Student Name: *J. [redacted] Wall*

Student Date of Birth: *[redacted]* Gender Male ☒ Female ☐

Grade: *Kindergarten*

Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐ Asian ☐ African-American ☒
 Hispanic ☐ Native American/
 Native Alaskan ☐ Native Hawaiian/
 Pacific Islander ☐
 White ☐

RESIDENT SCHOOL DISTRICT OF APPLICANT

District Name: *Pine Bluff School District* County Name: *Jefferson County*

Address: *512 S. Pine Street, Pine Bluff, AR 71601*

Phone: *870-543-4200*

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name: *WHITE HALL SCHOOL DISTRICT* County Name: *JEFFERSON*

Address: *1020 WEST HOLLAND, WHITE HALL, AR 71602*

Phone: *870-247-2002*

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

yes. [redacted] first grade TES

PARENT OR GUARDIAN INFORMATIONName: Carmen Wall

Home Phone: [REDACTED]

Address: [REDACTED]

Work Phone: NAPine Bluff, AR 71603

Parent/Guardian Signature

Carmen Wall

Date:

April 12, 2016

Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).

DISTRICT USE ONLY

Date and Time Received by Resident District:

Date and Time Received by Nonresident District:

APR 12 P.M.2:30pm

Resident District LEA #:

Nonresident District LEA#:

3510000

Student's State Identification #:

Application

Accepted

☒

Rejected

☐

Reason for Rejection (If Applicable):

Date Notification Sent to Parent/Guardian of Applicant:

Date Notification Sent to Resident District :

WV 30 AM

WHITE HALL SCHOOL DISTRICT
1020 West Holland Avenue
White Hall, AR 71602
870-247-2002

July 10, 2014

Mr & Mrs Robert Wall
[REDACTED]

Pine Bluff, AR 71603

RE: Request for School Choice

Dear Mr & Mrs. Wall,

I am pleased to inform you that the application(s) you submitted for C [REDACTED] Wall has been accepted pending enrollment of C [REDACTED] between July 15, 2014 and July 29, 2014, however, failure to enroll C [REDACTED] during this time period will render this offer of acceptance null and void.

Student(s)

C [REDACTED] Wall (Kindergarten)


Campus(es)

Taylor Elementary

Beginning July 15, 2014 you make take your student(s) to the assigned campus for pre-registering. Please bring a copy of this approved *School Choice Form* with you. Enclosed is information pertaining to pre-school registration.





The White Hall School District does not provide transportation for your student under the *School Choice Act of 2013*.

Sincerely,


Dr. Larry Smith
Superintendent

LS/sc

PRIORITY® ★ MAIL ★

-  DATE OF DELIVERY SPECIFIED*
-  USPS TRACKING™ INCLUDED*
-  INSURANCE INCLUDED*
-  PICKUP AVAILABLE
* Domestic only

WHEN USED INTERNATIONALLY,
A CUSTOMS DECLARATION

Expected Delivery Day: 07/01/2016

USPS TRACKING NUMBER



9505 5103 5213 6182 0010 89



PS00001000014

EP14F July 2013
OD: 12.5 x 9.5

FROM: Robert and Carmen Wall

Pine Bluff, AR 71603

TO:

Office of the Commission

Arkansas Department of Education

Attention: Appeal for School of Choice

Division of Public School Accountability

Four Capital Mall

Little Rock, AR 72201

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RESPONSE

WHITE HALL SCHOOL DISTRICT NO. 27

1020 West Holland Avenue
White Hall, Arkansas 71602-9632
Phone 870-247-2002
Fax 870-247-3707

DR. LARRY SMITH
Superintendent

CRAIG DUPUY
Assistant Superintendent

DOROTHY WELCH
Assistant Superintendent

HEATH BENNETT
Assistant Superintendent

July 5, 2016

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

Commissioner Key,

I have received a copy of the school choice appeal filed with ADE by the Wall family concerning their child J [REDACTED] for Kindergarten in the 2016-17 school year.

The District's response is very simple. The White Hall School District employs 11 kindergarten teachers. We do not have any dedicated aides for those kindergarten classrooms. The maximum capacity for kindergarten in that configuration is 20 to 1. The district claims 90% capacity based upon the fact that with those 11 kindergarten teachers maximum enrollment is 220 students and 90% capacity would mean that the district would have 198 spots available. As you are aware the Arkansas Department of Education projects kindergarten enrollment for each school district each year as part of the responsibilities of the facilities division. The current projection (which is the most accurate tool we have available to us until kindergarten students actually arrive in the fall and all enroll) from the Facilities Division is 183 new kindergarten students. In addition, the District retained a total of 11 (2015-16 kindergarten) students which means that our total projected enrollment for kindergarten stands at 194 students. With 90% capacity at 198 and our projected actual enrollment at 194, the White Hall School District only accepted a total of four (4) incoming kindergarten students from other districts. This puts our projected capacity at the kindergarten level at 90%.

The District, as required by rule and law compiled a list of students at each grade level based upon a first come first serve basis, with students who already have siblings being moved to the front of the list, we had 29 total kindergarten applications with only four spots available. The four applicants that were accepted all had siblings already in the White Hall School District including in this case the other twin, J [REDACTED] Wall, who was the fourth child on the list once siblings were considered. Unfortunately, for the Wall family, the other twin in this case, J [REDACTED] was the fifth child on the list, and accepting her would have put the district over 90% capacity. I would point out in this instance, that 16 other children who turned in applications ahead of the Wall family were also denied enrollment into our district.

While I am certainly understanding of the [REDACTED] family situation, the White Hall School District has a responsibility to remain fiscally sound and maintain reasonable class size averages. That was the reason the 90% rule was put into law was to ensure that school districts did not have to hire staff unnecessarily to pay for students from other districts. While I do not enjoy dividing families, it is not the White Hall School District that is making that choice but rather the Wall family that is making the choice to move their children from the district in which they reside.

I would be happy to provide any additional information that you may require. You may reach me at 870-247-2196.

Sincerely,



Dr. Larry E. Smith, Superintendent
White Hall Public Schools

ASSOCIATED DOCUMENTS

July 22, 2016

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201

Board of Education:

This packet contains additional materials to support our appeal.

In our letter for appeal (June 30, 2016), we stated that our children have excelled academically beyond their grade levels. 'Exhibit A' provides [REDACTED] and J [REDACTED] Wall's preschool summary reports. Each report details their development at the UAPB Child Development Center. 'Exhibit B' shows the achievements that C [REDACTED] Wall has accomplished in the past year at Taylor Elementary. It includes his acceptance letter into the Gifted and Talented Program at Taylor. Southwood Elementary does not have a Gifted and Talented Program.

In our letter for appeal, we stated our concern for the academic environment, performance and cultural diversity between White Hall and Pine Bluff School Districts. 'Exhibit C' displays the statistics of each school district for the past year. Please note that it is not our intent to bash or condemn the Pine Bluff District or Southwood Elementary School. However, we feel it is relevant when considering splitting up siblings (twins) between 2 different school districts.

Examples of our concerns included in the statistics:

Southwood Elementary School 2015 Report Card issued by the AR Department of Education gave the school a 'D' rating. Southwood's School Rating for 2014 was also a 'D' and Taylor Elementary received a 'B'. Only one school in the Pine Bluff School District received a 'C' rating in 2014. The AR Department of Education website indicates that the Pine Bluff School District has not had a school score higher than a 'C'. There were 849 schools in the state that received a C or higher in 2014. The website also indicates that the White Hall School District has not had a school rate lower than a 'C'. This year, Pine Bluff School District was 1 out of 19 schools statewide to receive an F. On average, Southwood's teachers have less teaching experience than Taylor's teachers. Southwood's demographics indicate that 4.1% of the students are not African American, thus proving the lack of diversity. When looking at test scores on page six, Southwood has underperformed Taylor in every subject for the past three years. Southwood has not met or surpassed the state average in reading, math, or science. Taylor Elementary not only meets but surpasses the district and state in First Grade Math.

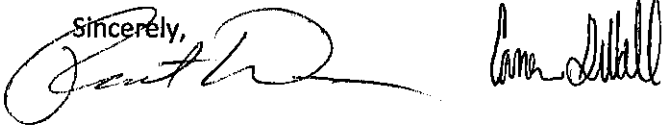
Again, we bring this up only out of concern that separating our twins (J [REDACTED] and J [REDACTED]) would create a pedagogical disparity in our household.

Finally, in our letter of appeal, we stated our involvement at Taylor Elementary. It will become very difficult to continue our level of interactions if the children are in different elementary schools. During the 2014/15 school year, I began volunteering at Taylor Elementary. My volunteer efforts included weekly tutoring which I have continued through the 2015/16 school year. I also served as the Co-Chair/Room Mother for the entire kindergarten class. Additionally, the volunteer role consisted of calling parents for different school events and overseeing Fabulous Fridays/ Teacher Appreciation

Weeks. By working as a volunteer at Taylor, I became interested in substitute teaching. 'Exhibit D' includes a few examples of volunteering and a check stub showing the hours dedicated to substitute teaching.

We appreciate the opportunity to appeal this decision and the time everyone has taken to review our supporting materials.

Sincerely,

The block contains two handwritten signatures. The first signature is a large, stylized cursive 'R' that extends to the left, with the word 'Sincerely,' written above it. The second signature is a smaller, more compact cursive signature, likely 'Carmen Wall', positioned to the right of the first signature.

Robert and Carmen Wall

Exhibit A

'Exhibit A' provides J [REDACTED] and J [REDACTED] Wall's preschool summary reports.

Exhibit B

'Exhibit B' shows the achievements that C [REDACTED] Wall has accomplished in the past year at Taylor Elementary.

WHITE HALL SCHOOL DISTRICT NO. 27

1020 West Holland Avenue
White Hall, Arkansas 71602-9632
Phone 870-247-2002
Fax 870-247-3707

DR. LARRY SMITH
Superintendent

BILL MITCHELL
Assistant Superintendent

DOROTHY WELCH
Assistant Superintendent

HEATH BENNETT
Assistant Superintendent

Dear Parent,

We are pleased to announce that your child, C. [REDACTED] Wall, has been recommended for placement in the gifted and talented program. The White Hall School District is committed to meeting the special needs of students who demonstrate exceptional academic potential. The GATE program has been developed to serve students who require a differentiated form of instruction beyond that provided in the regular classroom. Elementary GATE students attend a GATE class for 2½ hours, once a week. Students at Moody and Gandy meet with GT Facilitator Tiffany Evans. Students at Taylor and Hardin meet with GT Facilitator Marybeth Passmore. Secondary GT students are served by attending advanced classes (pre Advanced Placement and Advanced Placement) and meet with the GT facilitators for 1 class period once a month.

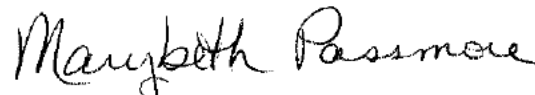
The GT screening committee has made this recommendation based on your child's academic, intellectual, creative and personal performance. Because this is a special program, we must have permission for your child to participate. Please sign the enclosed form and return it to your child's school as soon as possible so that s/he may begin attending GATE classes.

If you have any questions regarding this recommendation, please contact me at 247-2196 or email at passmorem@whitehallsd.org. Please check the GATE websites for schedules and information about the GATE program:

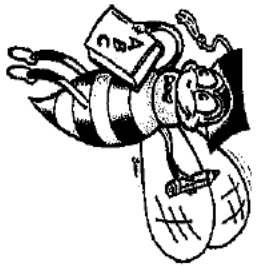
<http://whitehallsd.org/webpages/mbpassmore/>

<http://whitehallsd.org/webpages/tevens/>

Sincerely,



Marybeth Passmore
GT Coordinator



**White Hall School District
32nd Annual Spelling Bee
December 7, 2015**

Judges:

Mrs. Dorothy Welch
Mrs. Betty Lacy
Mr. George Connell

Announcer:

Marybeth Passmore

Campus Principals:

Gandy Elementary	Tim Taylor
Hardin Elementary	Jeff Glover
Moody Elementary	Beth Joslin
Taylor Elementary	Tammie Canada

Gandy Elementary

Grade 1	1 st Place
Grade 1	2 nd Place
Grade 2	1 st Place
Grade 2	2 nd Place
Grade 3	1 st Place
Grade 3	2 nd Place

Hardin Elementary

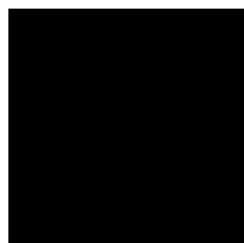
Grade 1	1 st Place
Grade 1	2 nd Place
Grade 2	1 st Place
Grade 2	2 nd Place
Grade 3	1 st Place
Grade 3	2 nd Place

Moody Elementary

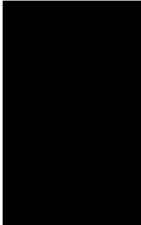
Grade 1	1 st Place
Grade 1	2 nd Place
Grade 2	1 st Place
Grade 2	2 nd Place
Grade 3	1 st Place
Grade 3	2 nd Place

Taylor Elementary

Grade 1	1 st Place
Grade 1	2 nd Place
Grade 2	1 st Place
Grade 2	2 nd Place
Grade 3	1 st Place
Grade 3	2 nd Place

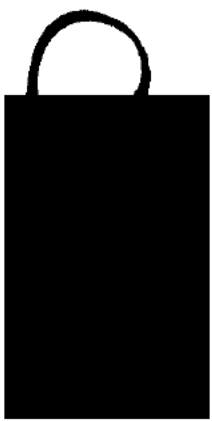


C Wall



Accelerated Reader
Gold Medal Reader Award

presented to


Wall

On this 23rd day of May, 2016
for achieving Accelerated Reader Goals
for four nine weeks of the 2015-2016 school year.

Teacher Mrs. Reed
Mrs. Holly Reed, First Grade Teacher, Taylor Elementary

Certificate of Excellence

C ■ Wall

All A's

at G.R. Taylor Elementary
for the first semester
of 2015-2016 school year.

January 8, 2016

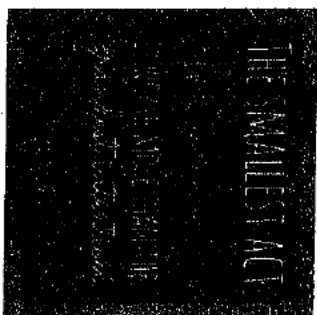
Mrs. Tammie Canada
Principal

G.R. Taylor Elementary School

CITIZENSHIP

PRESENTED TO

C Wall



Mrs. Reed

May 16, 2016

G.R. Taylor Elementary School
Highest Grade

LANGUAGE

PRESENTED TO

C Wall



Mrs. Barbara

May 16, 2016

G.R. Taylor Elementary School Outstanding Academics

PRESENTED TO

C ■ Wall



Mrs. Reed
May 23, 2016

Exhibit C

'Exhibit C' displays the statistics of each School District as well as Southwood and Taylor Elementary.

Taylor Elementary School

School Report Card 2014-2015
805 West Street | White Hall, AR 71602
870-247-1988

Principal
Superintendent

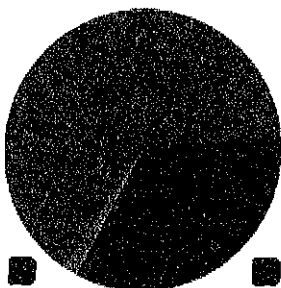
Tammie Canada
Larry Smith

SCHOOL CHARACTERISTICS

Enrollment	373
Avg. Class Size	21
Avg. Years teaching Experience	18
Per pupil spending	
• District avg.	\$8,873
• State avg.	\$9,642
School Choice Transfers	0
School Rating	
• School Rating	C
• Overall Points	228
A = 270-300, B = 240-269, C = 210-239, D = 180-209, F = Less Than 180	

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	5 %
Low-income	56 %
Students eligible to receive special education	8 %

Taylor Elementary School - 3510080

2294

Taylor Elementary School - 3510080

2295

2012-2013										2013-2014										2014-2015									
Tested 2014-2015		Below Basic	Basic	Proficient	Advanced	& Advanced	Below Basic	Basic	Proficient	Advanced	& Advanced	Below Basic	Basic	Proficient	Advanced	& Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded	State Average Met or Exceeded						
5th Grade Literacy																													
Combined Population		100.00	0	1.79	48.21	50	98.21	1.82	5.45	38.2	54.5	92.7	9.80	21.57	31.37	37.25	0.00	37.25	32.78										
TAGG		100.00	0	3.33	50	46.67	96.67	3.45	10.3	48.3	37.9	86.2	20.83	29.17	20.83	29.17	0.00	29.17	23.15										
African American		100.00	0	8.33	58.33	33.33	91.67	9.09	9.09	45.5	38.4	81.9	23.08	15.38	30.77	30.77	0.00	30.77	17.94										
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	25.53										
Caucasian		100.00	0	0	47.22	52.78	100	0.00	5.88	32.4	61.8	84.2	5.88	17.65	35.29	41.18	0.00	41.18	38.24										
Economically Disadvantaged		100.00	0	3.45	48.28	48.28	96.55	3.70	7.41	51.9	37.0	88.9	8.52	33.33	23.81	33.33	0.00	33.33	23.35										
Students with Disabilities		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	11.05										
Limited English Proficient		RV	—	—	—	—	—	—	—	—	—	—	RV	RV	RV	RV	RV	RV	17.31										
Number of recently arrived LEP students not assessed in 5th Grade Literacy																													
Female		100.00	0	3.45	34.48	62.07	96.55	0.00	3.45	31.0	65.5	96.5	3.13	21.88	31.25	43.75	0.00	43.75	37.15										
Male		100.00	0	0	62.86	37.04	100	3.85	7.69	46.2	42.3	88.5	21.05	21.05	31.58	28.32	0.00	28.32	28.56										
Migrant		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—										
5th Grade Math																													
Combined Population		100.00	10.71	12.5	48.21	28.57	76.79	5.45	10.9	41.8	41.8	83.6	3.92	43.14	38.22	13.73	0.00	13.73	24.18										
TAGG		100.00	13.33	16.67	50	20	70	10.3	17.2	44.8	27.6	72.4	4.17	58.33	20.83	16.67	0.00	16.67	16.36										
African American		100.00	25	25	33.33	16.67	50	18.2	18.2	27.3	36.4	63.7	0.00	53.85	23.08	23.08	0.00	23.08	10.37										
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	18.81										
Caucasian		100.00	5.56	5.56	50	38.89	88.89	2.94	8.82	44.1	44.1	88.2	2.94	41.18	47.06	8.82	0.00	8.82	28.82										
Economically Disadvantaged		100.00	13.78	17.24	48.28	20.69	88.97	11.1	14.8	48.1	25.9	74	4.76	52.38	23.81	19.05	0.00	19.05	16.42										
Students with Disabilities		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	10.54										
Limited English Proficient		RV	—	—	—	—	—	—	—	—	—	—	RV	RV	RV	RV	RV	RV	13.51										
Female		100.00	13.79	3.45	51.72	31.03	82.76	6.90	10.3	37.9	44.8	82.7	6.25	28.13	50.00	15.63	0.00	15.63	24.99										
Male		100.00	7.41	22.22	44.44	25.93	70.37	3.85	11.5	46.2	38.5	84.7	0.00	68.42	21.05	10.53	0.00	10.53	23.39										
Migrant		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—										

5th Grade Science	Tested 2014-2015	2014-2015					2013-2014					2014-2015				
		Below Basic	Basic	Proficient	Advanced & Advanced	Prof	Below Basic	Basic	Proficient	Advanced & Advanced	Prof	Below Basic	Basic	Proficient	Advanced & Advanced	Prof
Combined Population	100.00	7.14	42.86	44.64	5.36	50	7.27	27.3	50.9	14.5	65.4	5.77	40.38	48.08	5.77	53.85
TAGG	100.00	13.33	43.33	43.33	0	43.33	13.8	41.4	37.9	6.90	44.8	12.50	45.83	33.33	8.33	41.67
African American	100.00	25	58.33	16.67	0	16.67	18.2	46.5	27.3	9.09	36.39	7.14	50.00	42.86	0.00	42.86
Hispanic	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Caucasian	100.00	2.78	33.33	55.56	8.33	83.89	5.88	17.6	61.8	14.7	76.5	2.84	35.28	52.94	8.82	51.76
Economically Disadvantaged	100.00	13.79	41.38	44.83	0	44.83	11.1	44.4	40.7	3.70	44.4	9.52	42.86	38.10	9.52	47.62
Students with Disabilities	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Limited English Proficient	RV	—	—	—	—	—	—	—	—	—	—	RV	RV	RV	RV	RV
Female	100.00	10.34	37.93	51.72	0	51.72	6.90	24.1	55.2	13.8	69	8.25	34.38	53.13	6.25	58.38
Male	100.00	3.7	48.15	37.04	11.11	48.15	7.69	30.8	46.2	15.4	61.6	5.00	50.00	40.00	5.00	45.00
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

INDICATOR: Achievement - Value-Added Student Academic Growth

	2013-2014						2014-2015						2014-2015			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Math Value Added Score	ELA Value Added Score	Weighted Average ELA + Math	School Growth Score	Math Score	ELA Score	Weighted Average ELA + Math	School Growth Score
Combined Population	N/A	N/A	N/A	N/A	102	48.04	101	73.27	-0.0039	-0.0281	-0.0160	80				
TAGG	N/A	N/A	N/A	N/A	51	49.02	50	84								
African American	N/A	N/A	N/A	N/A	23	39.13	23	73.81								
Hispanic	N/A	N/A	N/A	N/A	4	50	4	75								
Caucasian	N/A	N/A	N/A	N/A	64	51.56	64	75								
Economically Disadvantaged	N/A	N/A	N/A	N/A	48	45.83	47	65.96								
Students with Disabilities	N/A	N/A	N/A	N/A	13	46.15	13	46.15								
Limited English Proficient	N/A	N/A	N/A	N/A	1	NA	1	NA								

INDICATOR: Achievement

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	42	57	56	40	52	55	50	54	52
Grade One Math Problems	53	62	56	51	54	55	55	54	50
Grade Two Reading Comprehension	57	64	59	66	66	58	57	63	56
Grade Two Math Problems	57	68	58	75	71	58	60	64	54
Grade Three Reading	47	55	51	54	55	50	—	—	—
Grade Three Math	49	61	55	46	57	54	—	—	—
Grade Four Reading	62	61	53	46	58	52	—	—	—
Grade Four Math	67	68	61	61	63	61	—	—	—
Grade Five Reading	52	56	47	51	55	47	—	—	—
Grade Five Math	59	82	55	65	63	54	—	—	—
Grade Five Science	58	67	60	66	69	60	—	—	—
Grade Six Reading	—	51	46	—	51	46	—	—	—
Grade Six Math	—	57	55	—	59	54	—	—	—
Grade Seven Reading	—	55	50	—	51	49	—	—	—
Grade Seven Math	—	58	54	—	56	53	—	—	—
Grade Seven Science	—	66	61	—	66	60	—	—	—
Grade Eight Reading	—	58	53	—	57	52	—	—	—
Grade Eight Math	—	58	54	—	56	53	—	—	—
Grade Nine Reading Comprehension	—	56	50	—	58	51	—	—	—
Grade Nine Math Concepts and Problems	—	56	49	—	52	47	—	—	—

INDICATOR: Achievement

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	—	196	6,692	—	218	7,110	—	203	8,790
District Provided Remediation for Students Taking Voluntary Universal ACT		N	48		N	36		Y	73
Number of Students in College and Career Readiness Planning Program (CCRP)	—	—	1,790	—	—	1,843	—	—	2,014
Number of Students Taking ACT in Grades 9-11	—	269	26,174	—	270	25,004	—	254	27,271
Number of Students Taking ACT in Grade 12	—	151	16,507	—	138	18,262	—	216	23,364
ACT Reading	—	21.15	21.87	—	21.32	22.46	—	21.20	21.35
ACT English	—	21.57	21.31	—	20.76	21.38	—	20.67	20.16
ACT Mathematics	—	20.89	20.73	—	20.64	21.02	—	20.38	20.14
ACT Science	—	20.96	21.04	—	21.35	21.90	—	20.77	20.85
ACT Composite	—	21.25	21.31	—	20.49	21.24	—	20.94	20.79
SAT® by College Board									
Number of Students Taking SAT College Admission Test	—	1	897	—	—	84	—	2	952
SAT Critical Reading Mean	—	RV	473	—	—	569	—	RV	565
SAT Math Mean	—	RV	472	—	—	597	—	RV	568
SAT Writing Mean	—	RV	459	—	—	584	—	RV	547
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	—	164	24,384	—	188	25,547	—	225	27,646
Number of AP Exams Taken	—	216	42,545	—	277	44,424	—	361	44,951
Number of AP Exams Scored 3, 4, or 5	—	20	13,296	—	40	14,143	—	59	14,391
Number of Students Taking International Baccalaureate Courses	—	—	219	—	—	460	—	—	1,328
College Going Rate									
All Students	N/A	N/A	N/A	—	65.3 %	51.5 %	—	61.7 %	54.9 %
African American	N/A	N/A	N/A	—	64.4 %	46.2 %	—	—	—
Hispanic	N/A	N/A	N/A	—	42.9 %	33.2 %	—	—	—
Caucasian	N/A	N/A	N/A	—	66.3 %	50.6 %	—	—	—

INDICATOR: Achievement

College Credit Accumulation Rate	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
All Students	N/A	N/A	N/A	—	81.8 %	79.7 %	—	—	—
African American	N/A	N/A	N/A	—	71.3 %	69.9 %	—	—	—
Hispanic	N/A	N/A	N/A	—	86.2 %	79.0 %	—	—	—
Caucasian	N/A	N/A	N/A	—	83.6 %	82.4 %	—	—	—

			2013-2014	2014-2015							
			School	District	State	School	District	State			
Arkansas ESEA Accountability											
Needs Improvement			Y	4	797	Y	5	876	Y	5	834
Needs Improvement Priority			N	0	38	N	0	36	N	0	46
Needs Improvement Priority Met Year 1 Exit Criteria			N	0	4	N	0	1	N	0	3
Needs Improvement Focus			N	0	80	N	0	81	N	0	103
Needs Improvement Focus Met Year 1 Exit Criteria			N	0	8	N	0	4	N	0	31
Achieving			N	3	130	N	1	67	N	1	73
Exemplary			N	0	9	N	0	1	N	0	0
School Rating											
School Rating						B			C		
Overall Points for School Rating						251			228		
Count of Schools with Rating = A (270 - 300 Points)						1		162		0	10
Count of Schools with Rating = B (240 - 269 Points)						4		322		2	224
Count of Schools with Rating = C (210 - 239 Points)						1		365		4	564
Count of Schools with Rating = D (180 - 209 Points)						0		160		0	228
Count of Schools with Rating = F (Less than 180 Points)						0		43		0	19

INDICATOR: School Performance

2012-2013												2013-2014										2014-2015											
School												School										School											
District												District										District											
State												State										State											
District Provides Textbooks or Digital Resources for all Pupils																																	
Annual Accreditation Status																																	
Annual Accreditation Status Accredited												Y										Y											
Accredited-Cited												N										N											
Accredited-Probationary												N										N											
Attendance Rate (*State Goal 91.13%)																																	
Attendance Rate Combined												94.9 %										95.4 %											
Attendance Rate for Targeted Achievement Gap Group												94.4 %										95.1 %											
Attendance Rate African American												95.8 %										96.1 %											
Attendance Rate Hispanic												95.1 %										95.8 %											
Attendance Rate Caucasian												94.1 %										94.4 %											
Attendance Rate Economically Disadvantaged												94.4 %										95.1 %											
Attendance Rate Students with Disabilities												93.4 %										95.3 %											
Attendance Rate Limited English Proficient												92.5 %										95.9 %											
Dropout Rate																																	
Dropout Rate												—										—											
												1.83 %										2.22 %											
												2.12 %										2.10 %											
																						—											
																						2.06 %											
																						2.25 %											

INDICATOR: School Performance

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	—	86.6 %	84.9 %	—	88.5 %	86.9 %	—	94.1 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group	—	75.3 %	80.5 %	—	84.7 %	82.9 %	—	86.4 %	81.8 %
Graduation Rate African American	—	85.7 %	78.1 %	—	96.5 %	81.0 %	—	97.5 %	77.5 %
Graduation Rate Hispanic	—	RV	81.8 %	—	RV	84.5 %	—	RV	84.5 %
Graduation Rate Caucasian	—	85.2 %	87.8 %	—	87.7 %	89.3 %	—	94.0 %	87.4 %
Graduation Rate Economically Disadvantaged	—	76.4 %	80.3 %	—	83.8 %	82.7 %	—	85.4 %	81.7 %
Graduation Rate Students with Disabilities	—	62.5 %	80.4 %	—	92.9 %	83.1 %	—	80.5 %	81.8 %
Graduation Rate Limited English Proficient	—	RV	80.8 %	—	RV	84.1 %	—	RV	85.9 %
Grade Inflation Rate (EOC)	—	2.93 %	2.51 %	—	5.6 %	7 %	—	—	—
Grade Inflation Rate (ACT)	—	30.70 %	34.40 %	—	41.90 %	32.70 %	—	30.80 %	32.80 %
College Remediation Rate	—	29.8 %	43.0 %	—	43.5 %	45.4 %	—	54.2 %	54.2 %
Enrollment									
October 1 Enrollment	373	2,993	471,867	344	2,968	474,985	373	2,944	476,083

	2013-2014			2014-2015			2015-2016		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance	Y	Y	96.89 %	Y	Y	91.05 %	Y	Y	93.31 %
Expulsions	—	—	471	—	—	524	—	—	480
Weapons Incidents	—	1	763	—	3	843	—	—	799
Staff Assaults	4	7	495	—	—	504	2	5	664
Student Assaults	14	30	2,302	10	12	2,439	14	27	2,562

INDICATOR: Retention

	2013-2014			2014-2015			2014-2015		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	3	8	1,416	6	18	1,514	13	21	1,313
Percent of Students Retained at Grade 1	6.00 %	4.00 %	4.00 %	12.00 %	8.00 %	5.00 %	18.00 %	8.00 %	3.00 %
Number of Students Retained at Grade 2	3	4	558	0	3	572	6	10	511
Percent of Students Retained at Grade 2	4.00 %	2.00 %	2.00 %	0.00 %	2.00 %	3.00 %	10.00 %	5.00 %	1.00 %
Number of Students Retained at Grade 3	0	4	240	1	2	279	0	4	207
Percent of Students Retained at Grade 3	0.00 %	2.00 %	1.00 %	1.00 %	2.00 %	2.00 %	0.00 %	2.00 %	1.00 %
Number of Students Retained at Grade 4	2	3	114	0	1	137	1	2	131
Percent of Students Retained at Grade 4	3.00 %	1.00 %	0.00 %	0.00 %	2.00 %	2.00 %	1.00 %	1.00 %	0.00 %
Number of Students Retained at Grade 5	0	2	101	0	1	82	0	3	108
Percent of Students Retained at Grade 5	0.00 %	1.00 %	0.00 %	0.00 %	1.00 %	1.00 %	0.00 %	1.00 %	0.00 %
Number of Students Retained at Grade 6	0	0	135	0	2	134	0	3	142
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %	1.00 %	0.00 %	1.00 %	0.00 %
Number of Students Retained at Grade 7	0	0	296	0	3	315	0	1	316
Percent of Students Retained at Grade 7	0.00 %	0.00 %	1.00 %	0.00 %	1.00 %	2.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 8	0	0	251	0	2	274	0	1	385
Percent of Students Retained at Grade 8	0.00 %	0.00 %	1.00 %	0.00 %	1.00 %	1.00 %	0.00 %	0.00 %	1.00 %

INDICATOR: Teacher Quality

	2012/2013			2013/2014			2014/2015		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	100.0 %	99.1 %	97.9 %	100.0 %	99.5 %	95.7 %	100.0 %	100.0 %	98.8 %
% Teachers with Emergency / Provisional Credentials	0.0 %	0.5 %	0.9 %	0.0 %	0.5 %	0.8 %	0.0 %	0.5 %	0.4 %
% Teachers with Bachelor's Degree	59.0 %	66.0 %	59.0 %	58.0 %	64.0 %	57.0 %	59.0 %	61.0 %	56.0 %
% Teachers with Master's Degree	41.0 %	34.0 %	40.0 %	42.0 %	35.0 %	41.0 %	41.0 %	39.0 %	41.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	—	0.0 %	0.9 %	0.0 %	0.0 %	0.9 %	0.0 %	0.0 %	1.4 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	—	0.0 %	0.6 %	0.0 %	0.0 %	0.6 %	0.0 %	0.0 %	0.7 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	—	0.0 %	0.7 %	0.0 %	0.0 %	0.7 %	0.0 %	0.0 %	0.9 %
School Board Members									
Dejonia Stacey	Hours of Training								
Roy Agee	7.00								
Connie Medsker	6.00								
Dean Dancer	7.00								
Ray Scott	14.00								
Raymond Jones	10.00								
Doug Coleman	20.00								
	10.00								

White Hall School District - 3510000

INDICATOR: School Choice

Taylor Elementary School - 3510080

Percent of Students School Choice	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
	2.95 %	3.21 %	2.68 %	2.91 %	4.29 %	2.82 %	2.68 %	5.33 %	2.59 %

INDICATOR: School Funding

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Mills Voted									
Expenditure Per Student	39.2		37.4		39.2	37.5		39.2	37.5
Average Teacher Salary	\$8,484		\$9,324		\$8,520	\$9,457		\$8,873	\$9,842
Total Expenditures	\$54,124		\$47,318		\$55,585	\$48,080		\$55,214	\$50,978
Instructional Expenditures	\$26,986,770		\$5,088,689,535		\$26,661,848	\$5,288,037,508		\$25,948,854	\$5,203,284,363
Administrative Expenditures	\$14,180,091		\$2,472,877,282		\$14,006,985	\$2,500,807,886		\$14,434,178	\$2,529,267,639
Extracurricular Expenditures	\$1,910,979		\$312,346,508		\$1,893,709	\$325,831,774		\$2,051,639	\$333,081,526
Capital Expenditures	\$1,101,345		\$184,520,020		\$857,034	\$174,851,754		\$902,916	\$181,590,712
Debt Service Expenditures	\$688,333		\$531,101,753		\$648,632	\$423,083,973		\$457,985	\$510,124,487
Free and Reduced Meals	\$1,579,908		\$235,094,970		\$1,893,495	\$285,311,300		\$415,387	\$245,124,316
Percent of Students Eligible for Free and Reduced Meals									
State Free and Reduced-Price Meal Rate**	52.0 %	41.6 %	60.3 %	56.4 %	44.2 %	60.9 %	56.0 %	44.3 %	61.8 %
National Free and Reduced-Price Meal Rate**			60.7 %			61.2 %			61.1 %
			50.6 %			52.1 %			55.5 %

**Source: FNS National databank for federal fiscal year 2013.

***State Free and Reduced Meal Rate includes preschool and adult education students.

Southwood Elementary School

School Report Card 2014-2015
4200 Fir Street | Pine Bluff, AR 71603
870-543-4390

Principal
Superintendent

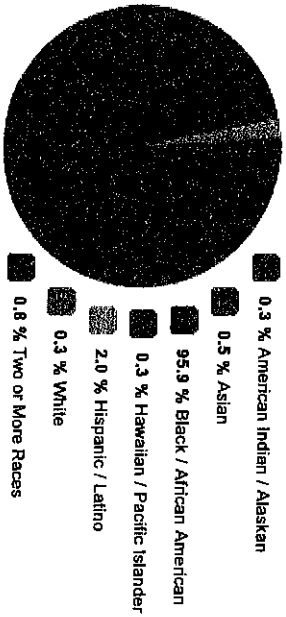
Alfred Carroll
Linda Watson

SCHOOL CHARACTERISTICS

Enrollment	392
Avg. Class Size	19
Avg. years teaching Experience	16
Per pupil spending	\$12,025
• District avg.	\$9,642
• State avg.	0
School Choice Transfers	D
School Rating	193
• Overall Points	
A = 270-300, B = 240-269, C = 210-239, D = 180-209, F = Less Than 180	

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	1 %
Low-income	92 %
Students eligible to receive special education	10 %

Southwood Elementary School - 3505037

2311

2014-2015										2014-2015										2014-2015									
Tested 2014-2015		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Average	State Average											
4th Grade Literacy						Annual Measurable Objective (AMO)					2014 AMO																		
Combined Population		100.00	1.96	19.61	43.14	35.29	78.43	3.51	24.6	43.9	28.1	72	26.92	25.00	30.77	17.31	0.00	17.31	33.96										
TAGG		100.00	2.22	20	46.67	31.11	77.78	3.77	26.4	47.2	22.6	69.8	25.00	27.08	29.17	18.75	0.00	18.75	24.33										
African American		100.00	2.13	17.02	46.81	34.04	80.85	3.70	22.2	46.3	27.8	74.1	27.45	23.53	31.37	17.65	0.00	17.65	19.51										
Hispanic		—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	—	—	—	—	—	—	—										
Caucasian		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—										
Economically Disadvantaged		100.00	2.22	20	46.67	31.11	77.78	3.85	25.0	48.1	23.1	71.2	25.00	27.08	29.17	18.75	0.00	18.75	24.60										
Students with Disabilities		100.00	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	50.00	50.00	0.00	0.00	0.00	0.00	11.20										
Limited English Proficient		—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	—	—	—	—	—	—	—										
Number of recently arrived LEP students not assessed in 4th Grade Literacy		—																											
Female		100.00	0	22.58	38.71	38.71	77.42	0.00	13.8	48.3	37.9	86.2	24.00	12.00	48.00	16.00	0.00	16.00	38.89										
Male		100.00	5	15	50	30	80	7.14	35.7	39.3	17.9	57.2	29.63	37.04	14.81	18.52	0.00	18.52	29.30										
Migrant		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—										
4th Grade Math		Annual Measurable Objective (AMO) 69.74																											
Combined Population		100.00	9.8	28.41	37.25	23.53	60.78	12.3	21.1	28.1	36.6	66.7	17.65	50.98	21.57	9.80	0.00	9.80	24.73										
TAGG		100.00	8.89	31.11	40	20	60	13.2	22.6	30.2	34.0	64.2	19.15	53.19	19.15	8.51	0.00	8.51	16.55										
African American		100.00	10.64	27.66	38.3	23.4	61.7	11.1	22.2	27.8	38.9	66.7	18.00	50.00	22.00	10.00	0.00	10.00	10.06										
Hispanic		—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	—	—	—	—	—	—	—										
Caucasian		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—										
Economically Disadvantaged		100.00	8.89	31.11	40	20	60	13.5	21.2	30.8	34.6	65.4	18.15	53.19	19.15	8.51	0.00	8.51	18.55										
Students with Disabilities		100.00	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	27.27	72.73	0.00	0.00	0.00	0.00	8.77										
Limited English Proficient		—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	—	—	—	—	—	—	—										
Female		100.00	6.45	29.03	35.48	29.03	64.52	10.3	13.8	37.9	37.9	75.8	16.00	52.00	24.00	8.00	0.00	8.00	25.01										
Male		100.00	15	30	40	15	55	14.3	28.6	17.9	39.3	57.2	19.23	50.00	19.23	11.54	0.00	11.54	24.46										
Migrant		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—										

2012-2013										2013-2014										2014-2015												
Tested 2014-2015		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded	Average Met or Exceeded	State Average Met or Exceeded								
Annual Measurable Objective (AMO)										2014 AMO																						
Combined Population		100.00	5.56	37.04	38.89	18.52	57.41	5.97	38.8	41.8	13.4	55.2	24.14	37.93	20.69	15.52	1.72	17.24	32.78													
TAGG		100.00	6.87	40	42.22	11.11	53.33	6.56	39.3	42.6	11.5	54.1	26.42	41.51	16.98	13.21	1.89	15.09	23.15													
African American		100.00	5.66	37.74	37.74	18.87	56.6	6.45	37.1	41.9	14.5	56.4	23.21	37.50	21.43	16.07	1.79	17.86	17.94													
Hispanic		RV	—	—	—	—	—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	25.53													
Caucasian		—	—	—	—	—	—	RV	RV	RV	RV	RV	—	—	—	—	—	—	—													
Economically Disadvantaged		100.00	6.67	40	42.22	11.11	53.33	6.56	39.3	42.6	11.5	54.1	26.42	41.51	16.98	13.21	1.89	15.09	23.36													
Students with Disabilities		100.00	RV	RV	RV	RV	RV	40.0	50.0	10.0	0.00	10	RV	RV	RV	RV	RV	RV	11.05													
Limited English Proficient		RV	—	—	—	—	—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.31													
Number of recently arrived LEP students not assessed in 5th Grade Literacy							—					—																				
Female		100.00	4	28	40	28	68	2.78	33.3	47.2	16.7	63.9	18.52	37.04	25.93	14.81	3.70	18.52	37.15													
Male		100.00	6.9	44.83	37.93	10.34	48.28	8.88	45.2	35.5	9.88	45.18	29.03	38.71	16.13	16.13	0.00	16.13	28.56													
Migrant		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—													
5th Grade Math			Annual Measurable Objective (AMO)										2014 AMO																			
Combined Population		100.00	58.26	16.67	18.52	5.56	24.07	40.3	28.4	22.4	8.66	31.36	23.73	50.85	18.64	6.78	0.00	6.78	24.18													
TAGG		100.00	62.22	20	13.33	4.44	17.78	41.0	29.5	21.3	8.20	29.5	25.93	53.70	14.81	5.56	0.00	5.56	16.36													
African American		100.00	60.38	16.98	16.98	5.66	22.64	40.3	27.4	24.2	8.06	32.26	22.81	50.88	19.30	7.02	0.00	7.02	10.37													
Hispanic		RV	—	—	—	—	—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	18.81													
Caucasian		—	—	—	—	—	—	RV	RV	RV	RV	RV	—	—	—	—	—	—	—													
Economically Disadvantaged		100.00	82.22	20	13.33	4.44	17.78	41.0	29.5	21.3	8.20	29.5	25.93	53.70	14.81	5.56	0.00	5.56	16.42													
Students with Disabilities		100.00	RV	RV	RV	RV	RV	50.0	20.0	0.00	30.0	30	40.00	60.00	0.00	0.00	0.00	0.00	10.54													
Limited English Proficient		RV	—	—	—	—	—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	13.51													
Female		100.00	52	20	20	8	28	41.7	25.0	27.8	5.56	33.36	7.41	66.67	18.52	7.41	0.00	7.41	24.99													
Male		100.00	65.52	13.79	17.24	3.45	20.69	38.7	32.3	16.1	12.9	29	37.50	37.50	18.75	6.25	0.00	6.25	23.39													
Migrant		—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—													

INDICATOR: Achievement

5th Grade Science	Tested 2014-2015	2012-2013					2013-2014					2014-2015				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
Combined Population	98.36	37.04	44.44	16.67	1.85	18.52	47.8	41.8	7.46	2.89	10.45	45.00	43.33	10.00	1.67	11.67
TAGG	98.21	42.22	46.87	11.11	0	11.11	52.5	37.7	6.56	3.28	9.84	49.09	43.64	5.45	1.82	7.27
African American	100.00	37.74	43.4	16.98	1.89	16.87	48.4	40.3	8.08	3.23	11.29	43.10	44.83	10.34	1.72	12.07
Hispanic	RV	—	—	—	—	—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Caucasian	RV	—	—	—	—	—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Economically Disadvantaged	98.21	42.22	46.87	11.11	0	11.11	52.5	37.7	6.56	3.28	9.84	49.09	43.64	5.45	1.82	7.27
Students with Disabilities	100.00	RV	RV	RV	RV	RV	60.0	20.0	10.0	10.0	20	80.00	20.00	0.00	0.00	0.00
Limited English Proficient	RV	—	—	—	—	—	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Female	96.55	28	52	16	4	20	50.0	41.7	8.33	0.00	8.33	39.29	46.43	14.28	0.00	14.29
Male	100.00	44.83	37.93	17.24	0	17.24	45.2	41.9	6.45	6.45	12.9	50.00	40.63	6.25	3.13	9.38
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

INDICATOR: Achievement - Value-Added Student Academic Growth

	2012-2013								2013-2014				2014-2015			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Math Value Added Score	ELA Value Added Score	Weighted Average ELA + Math	School Growth Score				
Combined Population	N/A	N/A	N/A	N/A	121	35.54	118	68.49	-0.0404	-0.0351	-0.0377	80				
TAGG	N/A	N/A	N/A	N/A	111	34.23	108	67.59	—	—	—	—				
African American	N/A	N/A	N/A	N/A	114	35.96	111	69.37	—	—	—	—				
Hispanic	N/A	N/A	N/A	N/A	5	20	5	80	—	—	—	—				
Caucasian	N/A	N/A	N/A	N/A	NA	NA	NA	NA	—	—	—	—				
Economically Disadvantaged	N/A	N/A	N/A	N/A	110	34.55	107	67.29	—	—	—	—				
Students with Disabilities	N/A	N/A	N/A	N/A	12	NA	12	25	—	—	—	—				
Limited English Proficient	N/A	N/A	N/A	N/A	3	33.33	3	100	—	—	—	—				

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	28	29	56	25	27	55	30	34	52
Grade One Math Problems	26	27	56	31	29	55	21	27	50
Grade Two Reading Comprehension	32	34	59	28	29	58	36	30	56
Grade Two Math Problems	20	30	58	41	29	58	18	29	54
Grade Three Reading	31	31	51	24	29	50	—	—	—
Grade Three Math	30	33	55	27	32	54	—	—	—
Grade Four Reading	38	31	53	43	34	52	—	—	—
Grade Four Math	41	38	61	47	40	61	—	—	—
Grade Five Reading	25	24	47	21	22	47	—	—	—
Grade Five Math	23	25	55	25	24	54	—	—	—
Grade Five Science	26	24	60	23	24	60	—	—	—
Grade Six Reading	—	25	46	—	23	46	—	—	—
Grade Six Math	—	31	55	—	32	54	—	—	—
Grade Seven Reading	—	35	50	—	38	49	—	—	—
Grade Seven Math	—	35	54	—	36	53	—	—	—
Grade Seven Science	—	30	61	—	31	60	—	—	—
Grade Eight Reading	—	26	53	—	25	52	—	—	—
Grade Eight Math	—	37	54	—	32	53	—	—	—
Grade Nine Reading Comprehension	—	23	50	—	26	51	—	—	—
Grade Nine Math Concepts and Problems	—	30	49	—	29	47	—	—	—

INDICATOR: Achievement

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	—	N	6,692	—	—	7,110	—	—	8,790
District Provided Remediation for Students Taking Voluntary Universal ACT	—	—	48	—	—	38	—	—	73
Number of Students in College and Career Readiness Planning Program (CCRPP)	—	—	1,790	—	—	1,843	—	—	2,014
Number of Students Taking ACT in Grades 9-11	—	83	26,174	—	85	25,004	—	87	27,271
Number of Students Taking ACT in Grade 12	—	148	18,507	—	127	18,262	—	149	23,364
ACT Reading	—	17.76	21.67	—	18.44	22.46	—	17.46	21.35
ACT English	—	16.35	21.31	—	17.13	21.38	—	16.30	20.16
ACT Mathematics	—	17.30	20.73	—	18.02	21.02	—	17.18	20.14
ACT Science	—	17.59	21.04	—	18.97	21.90	—	17.85	20.85
ACT Composite	—	17.34	21.31	—	17.74	21.24	—	17.40	20.79
SAT® by College Board									
Number of Students Taking SAT College Admission Test	—	0	897	—	—	84	—	0	852
SAT Critical Reading Mean	—	RV	473	—	—	599	—	RV	565
SAT Math Mean	—	RV	472	—	—	597	—	RV	568
SAT Writing Mean	—	RV	459	—	—	564	—	RV	547
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	—	126	24,364	—	140	25,547	—	170	27,546
Number of AP Exams Taken	—	194	42,545	—	197	44,424	—	217	44,951
Number of AP Exams Scored 3, 4, or 5	—	2	13,296	—	2	14,143	—	1	14,381
Number of Students Taking International Baccalaureate Courses	—	—	219	—	—	460	—	—	1,328
College Going Rate									
All Students	N/A	N/A	N/A	—	59.6 %	51.5 %	—	61.3 %	54.9 %
African American	N/A	N/A	N/A	—	59.8 %	46.2 %	—	—	—
Hispanic	N/A	N/A	N/A	—	100.0 %	33.2 %	—	—	—
Caucasian	N/A	N/A	N/A	—	0.0 %	50.8 %	—	—	—

INDICATOR: Achievement

College Credit Accumulation Rate	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
All Students	N/A	N/A	N/A	—	75.2 %	79.7 %	—	—	—
African American	N/A	N/A	N/A	—	75.0 %	69.9 %	—	—	—
Hispanic	N/A	N/A	N/A	—	48.3 %	76.0 %	—	—	—
Caucasian	N/A	N/A	N/A	—	0.0 %	82.4 %	—	—	—

2319

INDICATOR: School Performance

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	N	3	783	Y	9	790	N	8	784
Accredited-Cited	N	0	249	N	0	254	Y	1	261
Accredited-Probationary	Y	7	30	N	0	27	N	0	21
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	93.7 %	93.4 %	94.1 %	92.9 %	94.1 %	94.4 %	94.4 %	94.0 %	94.4 %
Attendance Rate for Targeted Achievement Gap Group	94.1 %	93.6 %	93.9 %	93.0 %	94.0 %	94.0 %	95.0 %	94.3 %	94.6 %
Attendance Rate African American	93.8 %	93.9 %	94.1 %	92.8 %	94.3 %	94.3 %	94.9 %	94.3 %	94.5 %
Attendance Rate Hispanic	97.5 %	88.5 %	94.5 %	97.3 %	89.4 %	94.8 %	95.3 %	94.2 %	95.0 %
Attendance Rate Caucasian	86.8 %	80.9 %	94.0 %	83.2 %	91.5 %	94.3 %	73.0 %	89.9 %	94.2 %
Attendance Rate Economically Disadvantaged	94.0 %	93.7 %	93.7 %	93.0 %	94.4 %	93.8 %	95.3 %	95.0 %	94.8 %
Attendance Rate Students with Disabilities	89.7 %	93.4 %	94.0 %	92.6 %	92.9 %	94.1 %	93.8 %	92.8 %	94.1 %
Attendance Rate Limited English Proficient	95.3 %	92.0 %	94.8 %	97.3 %	94.5 %	95.3 %	97.0 %	95.9 %	95.4 %
Dropout Rate									
Dropout Rate	—	5.09 %	2.12 %	—	5.68 %	2.10 %	—	4.67 %	2.25 %

INDICATOR: School Performance

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	—	79.5 %	84.9 %	—	73.9 %	86.9 %	—	71.2 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group	—	78.4 %	80.5 %	—	71.1 %	82.9 %	—	70.4 %	81.9 %
Graduation Rate African American	—	79.6 %	78.1 %	—	73.3 %	81.0 %	—	71.3 %	77.5 %
Graduation Rate Hispanic	—	RV	81.8 %	—	RV	84.5 %	—	RV	84.5 %
Graduation Rate Caucasian	—	RV	87.8 %	—	RV	89.3 %	—	RV	87.4 %
Graduation Rate Economically Disadvantaged	—	78.2 %	80.3 %	—	71.7 %	82.7 %	—	70.1 %	81.7 %
Graduation Rate Students with Disabilities	—	84.4 %	80.4 %	—	77.3 %	83.1 %	—	71.1 %	81.9 %
Graduation Rate Limited English Proficient	—	RV	80.8 %	—	RV	84.1 %	—	RV	85.9 %
Grade Inflation Rate (EOC)	—	8.75 %	2.51 %	—	20 %	7 %	—	—	—
Grade Inflation Rate (ACT)	—	59.20 %	34.40 %	—	68.80 %	32.70 %	—	61.40 %	32.80 %
College Remediation Rate	—	55.1 %	43.0 %	—	81.9 %	45.4 %	—	86.6 %	54.2 %
Enrollment									
October 1 Enrollment	362	4,452	471,867	442	4,326	474,995	392	4,240	476,083

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance	Y	Y	96.89 %	Y	Y	91.05 %	Y	Y	93.31 %
Expulsions	—	1	471	—	6	524	—	3	480
Weapons Incidents	2	16	763	—	12	843	2	14	788
Staff Assaults	—	12	495	2	8	504	7	21	664
Student Assaults	7	70	2,302	54	133	2,439	27	98	2,562

INDICATOR: Retention

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	—	1	1,416	2	6	1,514	1	4	1,313
Percent of Students Retained at Grade 1	—	0.00 %	4.00 %	2.00 %	2.00 %	5.00 %	1.00 %	1.00 %	3.00 %
Number of Students Retained at Grade 2	—	1	558	2	6	572	1	3	511
Percent of Students Retained at Grade 2	—	0.00 %	2.00 %	3.00 %	3.00 %	3.00 %	2.00 %	1.00 %	1.00 %
Number of Students Retained at Grade 3	—	0	240	4	6	279	1	2	207
Percent of Students Retained at Grade 3	—	0.00 %	1.00 %	5.00 %	4.00 %	2.00 %	2.00 %	1.00 %	1.00 %
Number of Students Retained at Grade 4	—	0	114	0	0	137	0	1	131
Percent of Students Retained at Grade 4	—	0.00 %	0.00 %	0.00 %	0.00 %	2.00 %	0.00 %	0.00 %	0.00 %
Number of Students Retained at Grade 5	—	0	101	0	0	82	0	1	108
Percent of Students Retained at Grade 5	—	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	0.00 %
Number of Students Retained at Grade 6	—	0	135	0	0	134	0	0	142
Percent of Students Retained at Grade 6	—	0.00 %	0.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	0.00 %
Number of Students Retained at Grade 7	—	0	296	0	1	315	0	1	316
Percent of Students Retained at Grade 7	—	0.00 %	1.00 %	0.00 %	1.00 %	2.00 %	0.00 %	0.00 %	1.00 %
Number of Students Retained at Grade 8	—	0	251	0	1	274	0	0	395
Percent of Students Retained at Grade 8	—	0.00 %	1.00 %	0.00 %	0.00 %	1.00 %	0.00 %	0.00 %	1.00 %

INDICATOR: Teacher Quality

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	97.1 %	98.8 %	97.9 %	100.0 %	98.5 %	95.7 %	100.0 %	99.5 %	98.8 %
% Teachers with Emergency / Provisional Credentials	0.0 %	0.7 %	0.9 %	0.0 %	1.0 %	0.8 %	0.0 %	1.1 %	0.4 %
% Teachers with Bachelor's Degree	39.0 %	60.0 %	59.0 %	40.0 %	57.0 %	57.0 %	44.0 %	58.0 %	56.0 %
% Teachers with Master's Degree	57.0 %	40.0 %	40.0 %	57.0 %	41.0 %	41.0 %	52.0 %	39.0 %	41.0 %
% Teachers with Advanced Degree	4.0 %	1.0 %	1.0 %	3.0 %	1.0 %	1.0 %	4.0 %	2.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	0.0 %	0.9 %	0.0 %	0.0 %	0.9 %	0.0 %	0.0 %	1.4 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	—	0.0 %	0.6 %	0.0 %	0.0 %	0.6 %	0.0 %	0.0 %	0.7 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	—	0.0 %	0.7 %	0.0 %	0.0 %	0.7 %	0.0 %	0.0 %	0.9 %
School Board Members									
Hours of Training									
Andrea Roaf-Little									
Harold Jackson									
Leon Jones									
Kenneth Dickson									
Henry Dabner									
Phyllis Wilkins									
Herman Horace									

INDICATOR: School Choice

Percent of Students School Choice	2012-2013			2013-2014			2014-2015	
	School	District	State	School	District	State	School	State
	0.00 %	0.22 %	2.68 %	0.00 %	0.35 %	2.82 %	0.00 %	2.59 %

Pine Bluff School District - 3505000
INDICATOR: School Funding

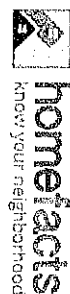
Southwood Elementary School - 3505037

	2012-2013			2013-2014			2014-2015		
	School	District	State	School	District	State	School	District	State
Mills Voted		41.7	37.4		41.7	37.5		41.7	37.5
Expenditure Per Student		\$11,396	\$9,324		\$12,114	\$9,457		\$12,025	\$9,842
Average Teacher Salary		\$47,804	\$47,316		\$50,561	\$48,060		\$49,249	\$50,978
Total Expenditures		\$51,687,113	\$5,088,669,535		\$54,277,321	\$5,288,037,508		\$52,926,034	\$5,203,284,393
Instructional Expenditures		\$25,811,779	\$2,472,977,282		\$25,126,547	\$2,500,807,896		\$24,752,320	\$2,529,267,839
Administrative Expenditures		\$3,280,091	\$312,346,508		\$3,757,515	\$325,831,774		\$3,654,787	\$333,081,526
Extracurricular Expenditures		\$874,893	\$184,520,020		\$1,056,298	\$174,851,754		\$1,078,002	\$181,590,712
Capital Expenditures		\$657,097	\$531,101,753		\$1,490,327	\$423,083,973		\$2,367,146	\$510,124,487
Debt Service Expenditures		\$2,152,419	\$235,094,970		\$2,150,369	\$285,311,300		\$2,152,769	\$245,124,318
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	86.7 %	85.6 %	60.3 %	92.8 %	86.3 %	60.9 %	91.8 %	86.4 %	61.8 %
State Free and Reduced-Price Meal Rate***			60.7 %			61.2 %			61.1 %
National Free and Reduced-Price Meal Rate**			50.6 %			52.1 %			55.5 %

**Source: FNS National databank for federal fiscal year 2013.

***State Free and Reduced Meal Rate includes preschool and adult education students.

Pine Bluff School District Comparison to White Hall School District



Compensation Committees: New Challenges, New Solutions

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Enter school name



White Hall School District

KG-12 | Enrollment: 2,958
1020 West Holland Avenue, White Hall, AR 71602
(870) 247-2196

SUMMARY

White Hall School District is a school district located in White Hall, AR. The district currently educates 2,958 students in 6 schools. Homefacts gives the White Hall School District an overall grade of A for its combined test scores in Math, Language Arts and Science. Nearby districts include DOLLARDWAY SCHOOL DISTRICT.

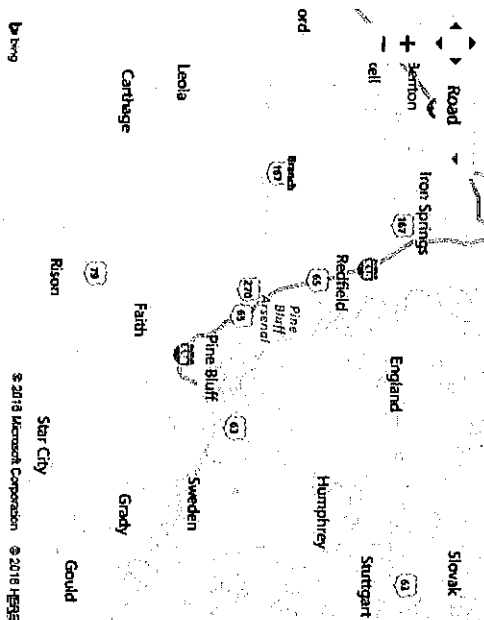
HOMEFACTS RATING FOR WHITE HALL SCHOOL DISTRICT

	2013	2012	2011	2010	2009
Overall	A	A	A	A	A
Math	A	A	A	A	A
Language Arts	A	A	A	A	A
Science	A	A	A	A	A

Sponsored:

Sponsored:

Test Scores District Enrollment Compare Districts District Schools



Test Scores

District Enrollment

Compare Districts

District Schools

White Hall School District Proficiency Exam Scores

Select A Year

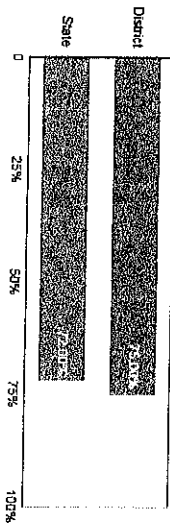
2014 2013 2012 2011 2010

Select A Grade Level

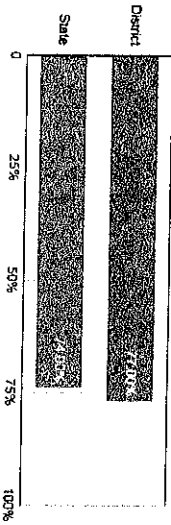
All Grades EOC 3 4 5 6 7 8

Grade EOC

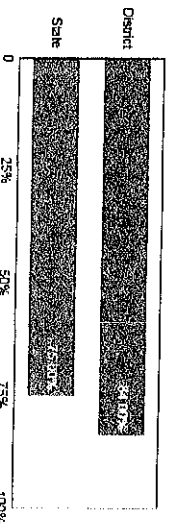
Reading Scores



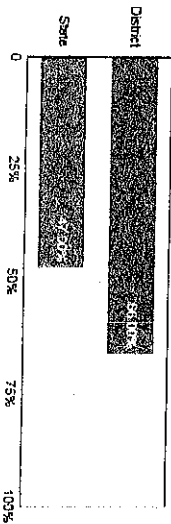
Geometry Scores



Algebra I Scores



Biology Scores

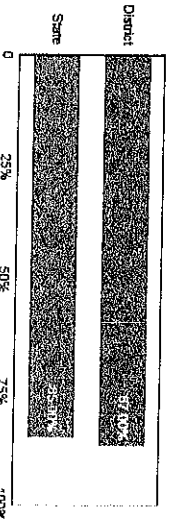


Grade 3

Reading Scores



Math Scores

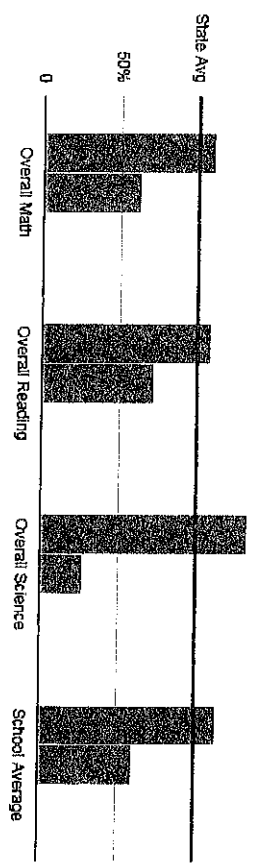


Grade 4

Proficiency Exam Scores Measured Against State Average

Enter up to two school districts to compare scores against the Arkansas average.

- ☒ White Hall School District
- ☒ PINE BLUFF SCHOOL C.
- ☐ Type District Name
-



Schools within White Hall School District

View all schools within White Hall School District.

Schools within White Hall School District

SCHOOL	RATING	SCHOOL	RATING
Hardin Elementary School	A+	Gandy Elementary School	B
White Hall Junior High School	A		
White Hall High School	A		
Moody Elementary School	A		
Taylor Elementary School	B+		

[View All Schools in White Hall](#)

Location: Luna Pier, MI



Enter school name

[Schools](#)
[» Arkansas](#)
[» Jefferson County](#)
[» Pine Bluff](#)
[» Pine Bluff School District](#)

Pine Bluff School District

PK-12 | Enrollment: 4,326
 105 S. Walnut, Loading Dock, Pine Bluff, AR 71601
 (870) 543-4200

SUMMARY

Pine Bluff School District is a school district located in Pine Bluff, AR. The district currently educates 4,326 students in 10 schools. Homefacts gives the Pine Bluff School District an overall grade of D- for its combined test scores in Math, Language Arts and Science. Nearby districts include PINE BLUFF LIGHTHOUSE ACADEMY and QUEST MIDDLE SCHOOL OF PINE BLUFF.

**CREATE
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GET
ANSWERS**

SurveyMonkey

SIGN UP FREE

HOMEFACTS RATING FOR PINE BLUFF SCHOOL DISTRICT

2014	2013	2012	2011	2010	2009
Overall					
Math					
Language Arts					
Science					

Sponsored:

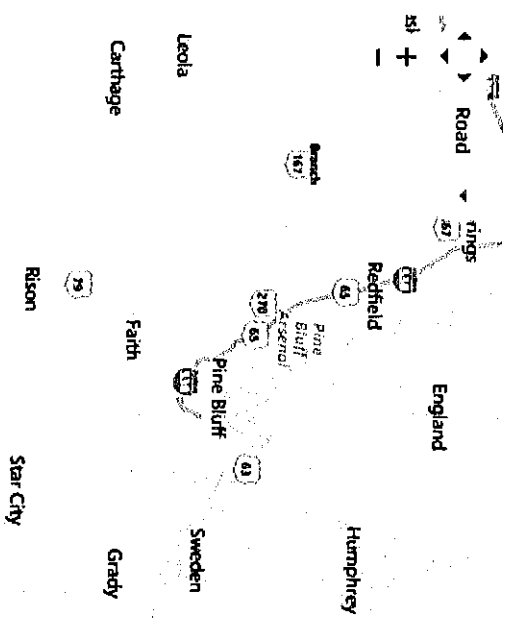


HARRY'S

Sponsored:



H/



b wing
 Fordyce

Pansy
 © 2016 Microsoft Corporation

Test Scores District Enrollment Compare Districts District Schools
 Grades 1-12 in Reading, Science, Math, and Writing
 Algebra I, Geometry, and Biology

Pine Bluff School District Proficiency Exam Scores

Select A Year

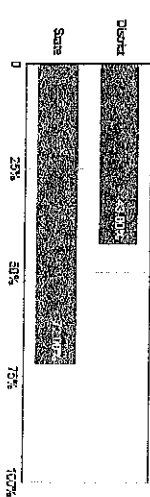
2013 2012 2011 2010

Select A Grade Level

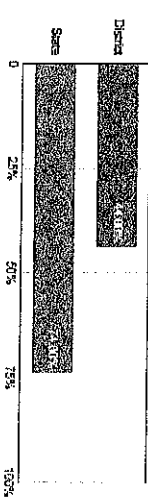
EOC 3 4 5 6 7 8

Grade EOC

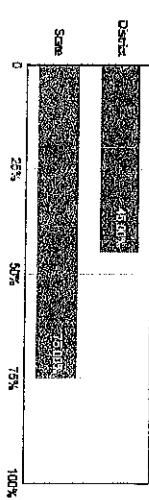
Reading Scores



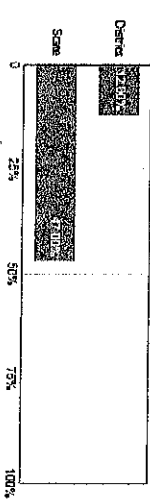
Geometry Scores



Algebra I Scores



Biology Scores

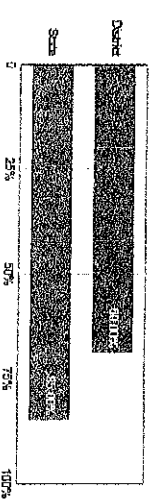


Grade 3

Reading Scores

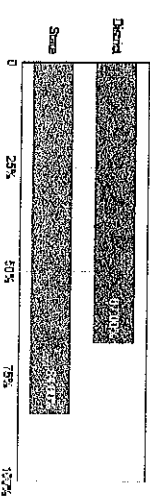


Math Scores

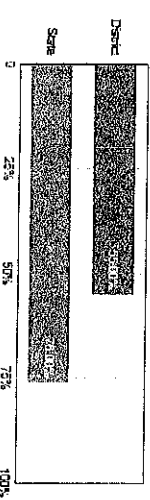


Grade 4

Reading Scores



Math Scores



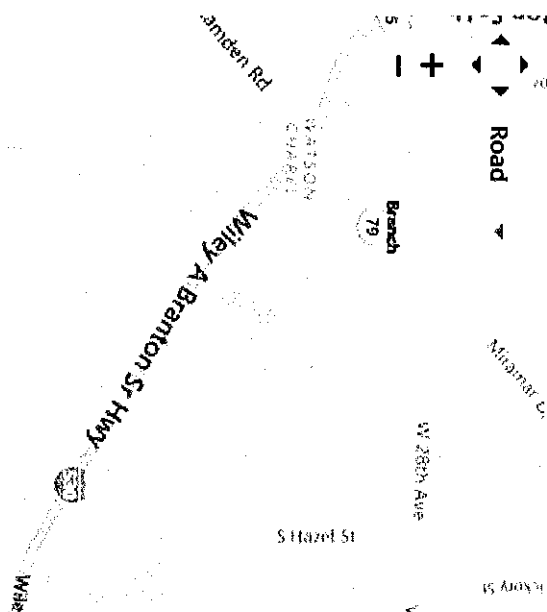
Southwood Elementary School

Pine Bluff School District
KG-5 | Public | Enrollment: 442
4200 Fir Street, Pine Bluff, AR 71603
(870) 543-4390

SUMMARY

Southwood Elementary School is a public school in Pine Bluff, AR. There are 442 students enrolled in Southwood Elementary School, with the majority being of African American ethnicity. Homefacts gives Southwood Elementary School an overall grade of D- for its combined test scores in Math, Language Arts, and Science when statewide results available. Nearby schools include Forrest Park Prep Preschool.

HOMEFACTS RATING FOR SOUTHWOOD ELEMENTARY SCHOOL



by Bing

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[Popular Site Reveals Arrests, Offender](#)

[More](#)

Scores School Enrollment Compare Schools Nearby Schools Crime Real Estate

Southwood Elementary School Proficiency Exam Scores

Select Year

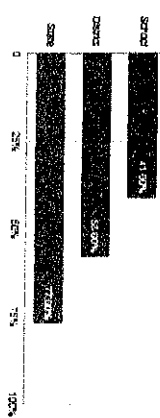
2013 2012 2011 2010

Select Grade Level

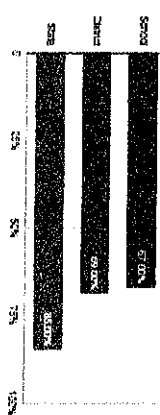
3 4 5

Grade 3

Reading Scores

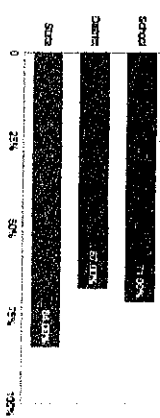


Math Scores



Grade 4

Reading Scores

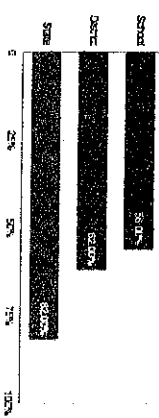


Math Scores

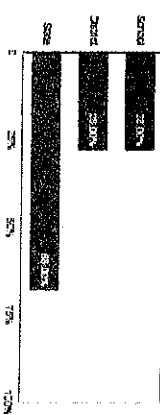


Grade 5

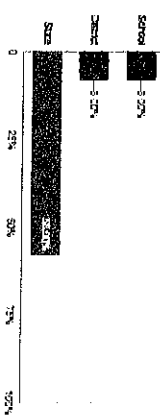
Reading Scores



Math Scores



Science Scores



Test Scores

School Enrollment

Compare Schools

Nearby Schools

Crime

Real Estate



School Enrollment for Southwood Elementary School

Year

2014

Homefacts collects Southwood Elementary School enrollment statistics from the Department of Education's public data about gender, ethnicity by Year and enrollment by grade.

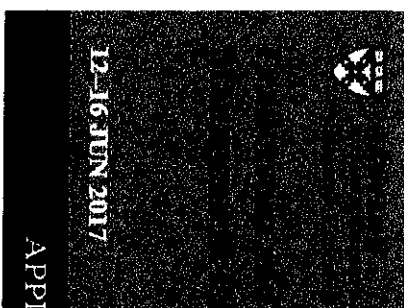
Ethnicities Statistics enrolled at Southwood Elementary School

Asian	0.76%
African American	79.92%
Hispanic	1.52%
White	0.57%
2 or More Races	0.95%

Enrollment By Grade Statistics for Southwood Elementary School

GRADE LEVEL	ENROLLMENT
First	82 (23.03%)
Second	68 (19.10%)
Third	74 (20.79%)
Fourth	63 (17.70%)
Fifth	69 (19.38%)

Gender Statistics for Southwood Element



Compare Schools to Southwood Elementary School

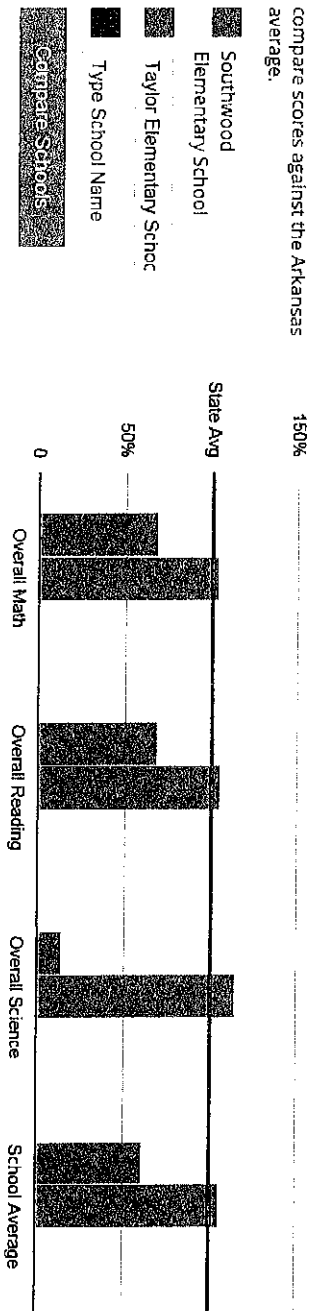
Compare Schools to Southwood Elementary School

Compare Schools Tool

Hometfacts makes it easy for you to choose the right school. Compare schools to Southwood Elementary School and Arkansas based on average test scores.

Proficiency Exam Scores Measured Against State Average

Enter up to two school names to compare scores against the Arkansas average.



Schools nearby Southwood Elementary School

Schools within 1 mile radius of Southwood Elementary School

SCHOOL	RATING	DISTANCE
Forrest Park Prep Preschool		0.9 miles
View All Schools in 71603		

Top Rate Schools in Pine Bluff, AR

SCHOOL	RATING	DISTANCE
L. L. Owen Elementary School		2.0 miles
Watson Chapel Jr. High School		1.9 miles
Jack Robey Jr. High School		1.4 miles

[View all](#)

Taylor Elementary

Schools » Arkansas » Jefferson County » White Hall » Taylor Elementary School

Taylor Elementary School

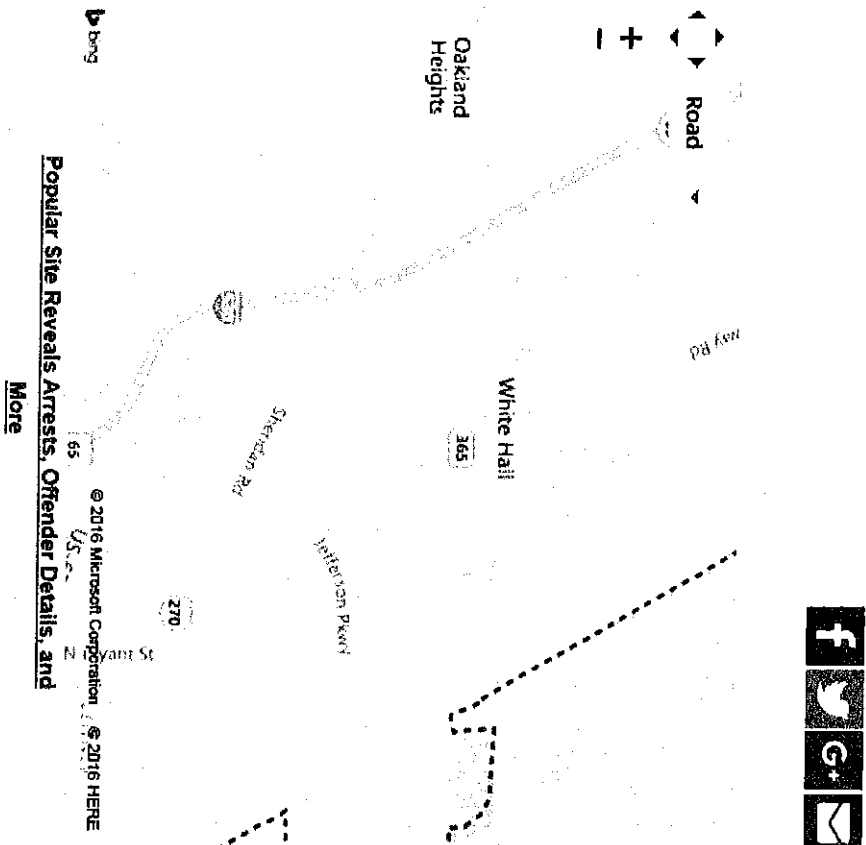
White Hall School District
 KG-6 | Public | Enrollment: 344
 805 West Street, White Hall, AR 71602
 (870) 247-1988

SUMMARY

Taylor Elementary School is a public school in White Hall, AR. There are 344 students enrolled in Taylor Elementary School, with the majority being of White and African American ethnicity. Homefacts gives Taylor Elementary School an overall grade of B+ for its combined test scores in Math, Language Arts, and Science when statewide results available. Nearby schools include White Hall Junior High School, Ms Bs School Days and Gandy Elementary School.

HOMEFACTS RATING FOR TAYLOR ELEMENTARY SCHOOL

	2013	2012	2011	2010	2009
Overall					
Math					
Language Arts					
Science					



Popular Site Reveals Arrests, Offender Details, and

More

[Test Scores](#)
[School Enrollment](#)
[Compare Schools](#)
[Neighboring Schools](#)
[Crime](#)
[Real Estate](#)

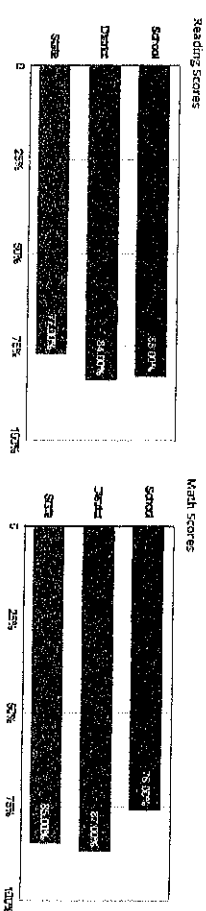
Select A Year

[2012](#)
[2013](#)
[2012](#)
[2011](#)
[2010](#)

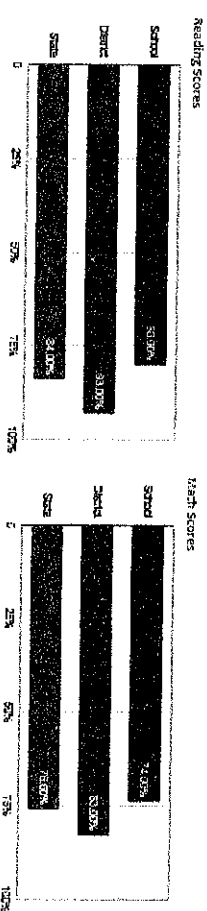
Select A Grade Level

[All Grades](#)
[3](#)
[4](#)
[5](#)

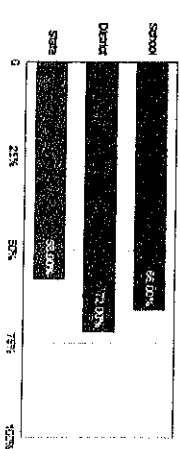
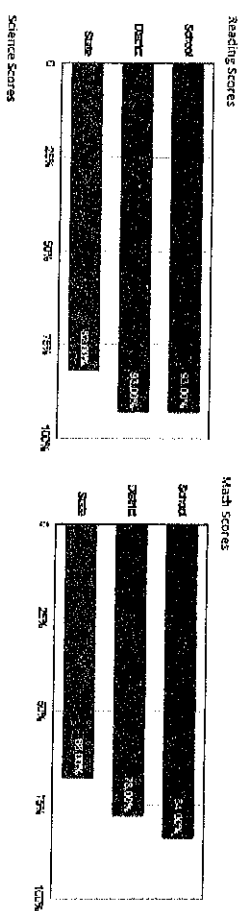
Grade 3



Grade 4



Grade 5



School Enrollment for Taylor Elementary School

Test Scores

School Enrollment

Compare Schools

Nearby Schools

Crime

Real Estate

School Enrollment for Taylor Elementary School

Year

2014 → Homesfacts collects Taylor Elementary School enrollment statistics from the Department of Education's public database. View statistics gender, ethnicity by Year and enrollment by grade.

Ethnicities Statistics enrolled at Taylor Elementary School

Asian	5.42%
African American	20.69%
Hispanic	4.43%
Hawaiian/Pacific Islander	1.72%
American Indian/Alaskan	0.25%
White	50.25%
2 or More Races	1.97%

Enrollment By Grade Statistics for Taylor Elementary School

GRADE LEVEL ENROLLMENT

First	50 (17.73%)
Second	45 (15.96%)
Third	72 (25.53%)
Fourth	54 (19.15%)
Fifth	61 (21.63%)

Gender Statistics for Taylor Elementary School

Compare Schools to Taylor Elementary School

Test Scores

School Enrollment

Compare Schools

Nearby Schools

Crime

Real Estate

Compare Schools to Taylor Elementary School

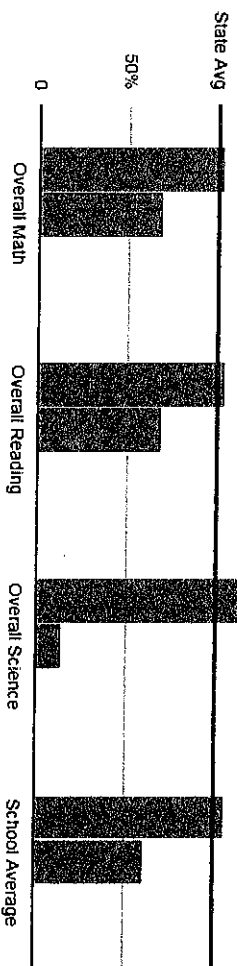
Compare Schools Tool

Homefacts makes it easy for you to choose the right school. Compare schools to Taylor Elementary School and Arkansas based on average test scores.

Proficiency Exam Scores Measured Against State Average

Enter up to two school names to compare scores against the Arkansas average.

- Taylor Elementary School
- Southwood Elementary S
- Type School Name



Schools nearby Taylor Elementary School

View all

Schools within 1 mile radius of Taylor Elementary School

SCHOOL	RATING	DISTANCE
White Hall Junior High School	A	0.4 miles
Ms Bs School Days	B	0.7 miles
Gandy Elementary School	B	0.8 miles

Top Rate Schools in White Hall, AR

SCHOOL	RATING	DISTANCE
White Hall Junior High School	A	0.4 miles
White Hall High School	A	1.5 miles
Moody Elementary School	A	1.5 miles

Arkansas schools get first A-F report cards; SEA schools scores vary

PB pbcommercial.com/news/state/arkansas-schools-get-first-f-report-cards-sea-schools-scores-vary

By John Lyon Arkansas News Bureau

April 15, 2015 - 6:46pm

LITTLE ROCK — For the first time, Arkansas public schools received A-F letter grades Wednesday on their annual report cards issued by the state Department of Education, with Pine Bluff-area schools' scores running the gamut.

The local scores were as follows:

Pine Bluff School District

Belair Middle School — F

Broadmoor Elementary School — C

Oak Park Elementary School — F

Thirty-Fourth Avenue Elementary School — D

Southwood Elementary School — D

Southeast Middle School — F

Pine Bluff High School — D

Jack Robey Junior High School — F

W.T. Cheney Elementary School — D

Dollarway School District

Matthews Elementary School — C

Robert F. Morehead Middle School — F

Dollarway High School — D

Townsend Park Elementary School — C

Watson Chapel School District

Edgewood Elementary School — C

L.L. Owen Elementary School — C

Coleman Elementary School — F

Watson Chapel High School — C

Watson Chapel Junior High School — F

White Hall School District

White Hall High School — B

Herdin Elementary School — A

Moody Elementary School — B

Taylor Elementary School — B

White Hall Middle School — C

Gandy Elementary School — B

Pine Bluff Lighthouse Academy — F

Quest Middle School of Pine Bluff — F

The letter grades are required by Act 696 of 2013. Previously, schools were graded on a scale of 1-5, but Act 696 seeks to make the grades easier to understand.

The 2015 report cards, which are based on data from the 2013-14 school year, give 162 schools an A, 321 schools a B, 366 schools a C, 160 schools a D and 43 schools an F.

The report cards can be viewed at <https://adesrc.arkansas.gov>. A school's grade can be found in the section of a report titled "Indicator: School Performance" and the subsection titled "School Rating."

Alternative schools are exempt from the grading system.

Also included in the report cards are data on test scores, demographics, retention rates and accreditation status, among other things.

The letter grades are based on student performance on statewide math and literacy tests, progress toward yearly student performance goals, the size of achievement gaps and, for high schools, graduation rates.

Schools are scored on a point system, with 300 points being the highest possible score. A school scoring 270-300 gets an A, 240-269 points earns a B, 210 to 239 points gets a C, 180 to 209 points gets a D and any score below 180 earns an F.

The grades do not carry any rewards or penalties for the schools. According to the Education Departments' website, "the goal is to help parents and the public better understand how well a school is performing and to begin conversations to continually improve education."

Education officials said parents should bear in mind that the grades are based on a variety of factors, not just student performance. For example, more than 90 percent of a school's students could score well on a test but the school could still receive a low grade if it has a high achievement gap — i.e., if certain subsets of students are not performing as well as others.

Education Department spokeswoman Kimberly Friedman said parents who want to know more about the specific reasons behind a school's grade can contact the school.

"We encouraging parents to have those conversations with the schools," she said.

— The Commercial staff contributed to this report

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Exhibit D

'Exhibit D' includes a few examples of volunteering and a check stub showing the hours dedicated to substitute teaching.

Room Mother Sign-up

1. Room Mother Chairman—Mrs. Price

2. Co—Chair—

3.

4.

5.

6.

*7. Carmen Wall

8.

9.

10.

11.

12.

13.

14.

would
make a
great
co-chair

Fabulous Fridays and Teacher Appreciation Weeks

Dear Parents,

On April 3, 2015, the Kindergarten class will be hosting Fabulous Friday. It is a day to celebrate the teachers by providing entrees, side dishes, desserts and beverages to the dedicated staff. We are asking any parents willing to donate \$3 to send money in an envelope labeled Fab Friday in your child's backpack by March ~~31~~ 19th

If any parent wishes to volunteer at the event or if you have any questions, please contact Carmen Wall at [REDACTED] or [REDACTED] at [REDACTED].

**G. R. Taylor Elementary
Fabulous Fridays and Teacher Appreciation
2014 – 2015 Schedule**

Grade Leader

K



Fabulous Fridays (October 2014 – April 2015)

October 03, 2014	4 th Grade
November 07, 2014	5 th Grade
December 05, 2014	3 rd Grade
February 06, 2015	2 nd Grade
March 06, 2015	1 st Grade
April 03, 2015	Kindergarten

Teacher Appreciation Week (May 4-8, 2015)

Monday	Kindergarten and 1 st Grade
Tuesday	2 nd and 3 rd Grades
Wednesday	4 th and 5 th Grades
Thursday	PTO (Parent-Teacher Organization)
Friday	Principal Canada

Field Day Schedule

Kindergarten-2nd Grade

May 29, 2015

*Homeroom teachers are to stay with their class. I have split some classes to make a group. Let me know if you have any questions.

*Jaynie will cover the tent with water and minor first aide. She will blow the horn when time to transition.

*Lunch is at 11:30. That gives everyone time to come in building to wash hands and use restroom. Picnic style. In your room or outside somewhere!

Schedule for K-2nd Grade

Station 1-Johnson-Bag Toss Game

Parent Volunteer: Carmen Wall (C Wall)

8:50-9:10 Shirley/ ½ Frazier
9:10-9:30 Barbaree/ ½ Reed
9:30-9:50 Capps/ ½ Reed
9:50-10:10 Stewart/ ½ Frazier
10:10-10:30 Price
10:30-10:50 Wood
10:50-11:10 Mincy

Station 2-Estes & Lanni- Horse Shoes, Hoola Hoops, Tug of War

Parent Volunteer: [REDACTED]

8:50-9:10 Mincy
9:10-9:30 Shirley/ ½ Frazier
9:30-9:50 Barbaree/ ½ Reed
9:50-10:10 Capps/ ½ Reed
10:10-10:30 Stewart/ ½ Frazier
10:30-10:50 Price
10:50-11:10 Wood

Station 3- McFall & Allen- Fun Funnel Dunk Booth, Bounce Ball Race

We do need staff to volunteer to be under booth. You will get a little wet, so bring a change of clothes.

8:50-9:10 Wood
9:10-9:30 Mincy
9:30-9:50 Shirley/ ½ Frazier
9:50-10:10 Barbaree/ ½ Reed
10:10-10:30 Capps/ ½ Reed
10:30-10:50 Stewart/ ½ Frazier
10:50-11:10 Price

WHITE HALL SCHOOL DISTRICT

WALL, CARMEN

Earnings	Hours	Amount	Deductions	Amount	YTD Deduct	Contribution	YTD Gross
CERT SUBST			FICA MEDICARE STATE WH TRS				
							Current Earnings
							Current Net
							Pay Period Ending
							04/30/16
							Pay Date
							04/15/16
							Check No
Leave	Balance	Taken YTD					
			Total				

STATEMENT OF EARNINGS AND DEDUCTIONS-PLEASE DETACH AND KEEP FOR YOUR RECORDS

Arkansas School Grading System

The A-F grading scale is a widely accepted way to identify how well a student is performing in school, especially on tests and assignments. Beginning in 2015, a school's performance was evaluated using this same A-F grading scale, but what does this scale mean? While it's easy to understand that an A school is excellent, other questions arise. What does the school rating really mean?

It is important to understand that several factors are taken into consideration when determining a school's grade. For example, if 93 percent of a school's students score well on statewide tests, a school can still receive a lower grade if subgroups of students are not performing as well as others. This lower grade reflects an achievement gap.

History and Goal:

- The Arkansas Legislature passed Act 696 in 2013. The law, A.C.A. § 6-15-2101 *et. seq.*, required the state to implement an A-F grading scale for schools.
- The goal is to help parents and the public better understand how well a school is performing and to begin conversations to continually improve education.

What the Grades Represent:

- How well students are performing in math and English/Language Arts on state assessments.
- Whether students in the school are meeting annual expected growth in math and English/Language Arts.
- Whether high school students are graduating on time.
- Whether students who receive additional educational services are graduating from high school at a similar rate to other students.
- Whether there are large differences or gaps between the achievement levels among students, especially students who receive additional educational services.
- Whether a school is performing above expectations.

What the Grades Are Not:

- They do not measure how well an individual student or teacher is doing.
- They do not take into consideration other things the school may be doing well, such as meeting students' nutrition and health needs or how well students are performing in other subject areas.

Who Was Involved:

- Educators
- Arkansas Department of Education
- Business and Policy Leaders
- Legislators

What Parents Can Do:

- Become aware of how well schools are performing in the community.
- Talk with teachers and school officials about how to help the school.
- Volunteer at school and engage in areas that need improvement.
- Ensure children have excellent attendance, complete all assignments, and are engaged in learning.

School Grades and Grading Scale

300 Points

A = 270 to 300 points

B = 240 to 269 points

C = 210 to 239 points

D = 180 to 209 points

F = Less than 180 points

Grades are assigned to schools based on points earned. Schools earn points on two or three major measures: performance, growth, and graduation rate (for high schools). Schools may lose a small number of points if there are large differences in achievement or graduation rate levels among students, especially students who receive temporary or ongoing educational services. Schools may also gain a small number of points if the differences among students are small. Schools may gain a small number of points if the performance of students is above expectations.

A Schools: 270 – 300 Points

Schools that earn an A have high levels of performance, growth, and graduation rates without large differences in achievement or graduation levels among students, especially students who receive temporary or ongoing educational services. Schools may have earned extra points in some areas.

B Schools: 240 – 269 Points

Schools that earn a B may have high levels in one or two of the major measures (performance, growth, and /or graduation) but had lower levels in one or two of the other measures. Another way schools earn a B is when the levels of all three measures are high, but the school lost points for differences in achievement or graduation rates among students or did not gain enough extra points to earn an A.

C Schools: 210 – 239 Points

Schools that earn a C may have moderate levels in all measures or may have high levels in one measure but much lower levels in others. In combination, these result in only enough points for a C. Schools may also have lost points for differences in achievement or graduation rates among students or may not have earned enough additional points to earn a B.

D Schools: 180 – 209 Points

Schools that earn a D may have low levels on one or two measures and moderate to low levels in another area. D schools may have lost additional points because of differences in achievement or graduation rates among students or did not gain enough additional points to earn a C.

F Schools: Less than 180 Points

Schools that earn an F may have low levels on all three measures or very low levels on one or more measures and may not have earned additional points.

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

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Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"
(Must Be Submitted to Non-Resident District)***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/
Native Alaskan ☐Native Hawaiian/
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

July 7, 2016

Johnny Key
Commissioner

Danny Campbell
[REDACTED]

Pine Bluff, AR 71603

Dr. Larry Smith, Superintendent
White Hall School District
1020 W. Holland
White Hall, AR 71602

**State Board
of Education**

Mireya Reith
Fayetteville
Chair

Michael Robinson, Superintendent
Pine Bluff School District
512 S. Pine Street
Pine Bluff, AR 71601

Dr. Jay Barth
Little Rock
Vice Chair

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, July 22, 2016**.

Charisse Dean
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

R. Brett Williamson
El Dorado

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Diane Zook
Melbourne

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

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

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Opportunity
Employer*

APPEAL

**RECEIVED
ATTORNEY'S OFFICE**

July 1, 2016

JUL 05 2016

**DEPARTMENT OF EDUCATION
GENERAL DIVISION**

**RECEIVED
COMMISSIONER'S OFFICE**

JUL 05 2016

DEPARTMENT OF EDUCATION

Office of Commissioner
Attn: Arkansas School Choice Appeals
4 Capitol Mall
Little Rock, Arkansas 72201

Re: School Choice Appeal

Dear Arkansas School Choice Appeals,

I am writing this letter to appeal the decision made by the White Hall School District on June 21, 2016. I disagree with this decision to deny my daughter; F [REDACTED] Campbell acceptance into the White Hall School District due to the non-resident district (White Hall) is over capacity for the 3rd grade. On the other hand, my son has been accepted into the White Hall School District. Please review my appeal with great concern and consideration. I look forward to speaking with someone about this matter very soon. I have attached a copy of the rejection letter for your review. Please contact me directly if you have any questions or concerns.

Best Regards,



Danny Campbell
[REDACTED]

WHITE HALL SCHOOL DISTRICT
1020 West Holland
White Hall, AR 71602
870247-2002

June 21, 2016

Danny Stephen Campbell
[REDACTED]

Pine Bluff, AR 71603

Mr. & Mrs. Stephen Campbell,

I am sorry, but the application you submitted for F [REDACTED] Campbell has been rejected for the following reason.

 X The non resident district(White Hall) is over capacity for the 3rd grade.

As noted in your original application, you have 10 days from receipt of this notice in which to appeal this decision to the Arkansas State Board of Education.

Respectfully,


Dr. Larry Smith, Superintendent

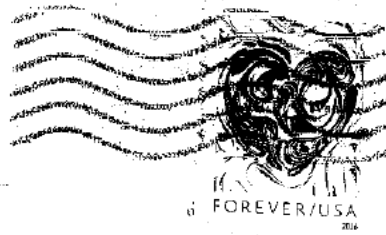
Danny Campbell

Pine Bluff, AR

71603

LITTLE ROCK AR 722

01 JUL 2016 PM 4 L



Office of Commissioner
ATTN: Arkansas school choice
Appeals
4 Capitol Mall
Little Rock, Arkansas

72201-101999

72201

RESPONSE

WHITE HALL SCHOOL DISTRICT NO. 27

1020 West Holland Avenue
White Hall, Arkansas 71602-9632
Phone 870-247-2002
Fax 870-247-3707

DR. LARRY SMITH
Superintendent

CRAIG DUPUY
Assistant Superintendent

DOROTHY WELCH
Assistant Superintendent

HEATH BENNETT
Assistant Superintendent

July 5, 2016

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

Commissioner Key,

I have received a copy of the school choice appeal filed with ADE by the Campbell family concerning their child, Faith Campbell, for the 2016-17 school year.

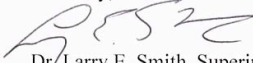
The District's response is very simple. The White Hall School District employees 10 3rd grade teachers. The maximum capacity for 3rd grade in that configuration is 25 to 1. 90% capacity for a 25 to 1 classroom is 22.5 students per teacher. The district rounded up to 23 slots per teacher or 92% before we turned any students away. That would allow the district to serve 230 students at 92% capacity. Current enrollment figures indicate that we will have 227 incoming 3rd grade students plus one student who was retained in 3rd grade for a total of 228 3rd grade students for the school year.

The District, as required by rule and law compiled a list of students at each grade level based upon a first come first serve basis, with students who already have siblings being moved to the front of the list, we had 13 total 3rd grade applications with only two spots available. One of the two applicants accepted had a sibling already in the district which moved them to the top of the 3rd grade list. The other student accepted was turned in prior to the Campbell's application. Once the two spots were filled, all other students were rejected based upon capacity. The Campbell's son was accepted at 6th grade. The district did not meet 90% capacity at 6th grade even when accepting all 6th grade school choice applicants.

While I am certainly understanding of the Campbell family situation, the White Hall School District has a responsibility to remain fiscally sound and maintain reasonable class size averages. That was the reason the 90% rule was put into law was to ensure that school districts did not have to hire staff unnecessarily to pay for students from other districts. While I do not enjoy dividing families, it is my responsibility to help maintain the financial integrity of the district, reasonable class sizes, and the district's ability to schedule our students. In addition, Faith Campbell would not be the next child admitted. Another student was still ahead of her on the list.

I would be happy to provide any additional information that you may require. You may reach me at 870-247-2196.

Sincerely,

A handwritten signature in dark ink, appearing to read "L. E. Smith", with a stylized flourish at the end.

Dr. Larry E. Smith, Superintendent
White Hall Public Schools

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) "Nonresident district" means a school district other than a student's resident district;
- (2) "Parent" means a student's parent, guardian, or other person having custody or care of the student;
- (3) "Resident district" means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) "Transfer student" means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

- (a) The State Board of Education may promulgate rules to implement this subchapter.
- (b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.
- (2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).
- (B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- (3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.
- (c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.
- (2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

End of Document

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

<i>APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT</i> <i>“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015”</i> <i>(Must Be Submitted to Non-Resident District)</i>		
APPLICANT INFORMATION		
Student Name:		
Student Date of Birth:	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Grade:		
Does the applicant require special needs or programs? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Is applicant currently under expulsion? Yes <input type="checkbox"/> No <input type="checkbox"/>		
ETHNIC ORIGIN (CHECK ONE) (For data reporting purposes only)		
2 or More Races <input type="checkbox"/>	Asian <input type="checkbox"/>	African-American <input type="checkbox"/>
Hispanic <input type="checkbox"/>	Native American/ Native Alaskan <input type="checkbox"/>	Native Hawaiian/ Pacific Islander <input type="checkbox"/>
White <input type="checkbox"/>		
RESIDENT SCHOOL DISTRICT OF APPLICANT		
District Name:		County Name:
Address:		
Phone:		
NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND		
District Name:		County Name:
Address:		
Phone:		
Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:		

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

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- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
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NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

July 5, 2016

Johnmy Key
Commissioner

LaQuita Wilson

Pine Bluff, AR 71601

Dr. Larry Smith, Superintendent
White Hall School District
1020 W. Holland
White Hall, AR 71602

State Board
of Education

Mireya Reith
Fayetteville
Chair

Barbara Warren, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

Dr. Jay Barth
Little Rock
Vice Chair

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. The meeting will begin at **10:00 a.m.** in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas. Any additional materials any party chooses to submit should be provided to my office no later than **12:00 noon on Friday, July 22, 2016**.

Charisse Dean
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

Dr. Fitz Hill
Little Rock

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

Ouida Newton
Poyen

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

R. Brett Williamson
El Dorado

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Diane Zook
Melbourne

Sincerely,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

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

*An Equal
Opportunity
Employer*

APPEAL

White Hall School District
1020 West Holland
White Hall, AR 71602

Laqueta Wilson

June 20, 2016

Parent of:

L [REDACTED] Wilson

[REDACTED]
Pine Bluff, AR 71601

I am sorry, but the School Choice Application(s) of 2015 you submitted for L [REDACTED] Wilson has been rejected by the Dollarway School District.

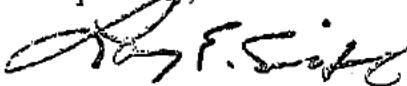
☒ X Your child's resident district has declared itself exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order.

Should you have any questions please contact:

Office of the Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602
Phone: 870-534-7003

As noted in your original application, you have 10 days from receipt of this notice in which to appeal this decision to the Arkansas State Board of Education.

Respectfully,



Dr. Larry Smith, Superintendent

1-870-247-2196

RESPONSE

Subject: RE: Notice of Filing of School Choice Appeal - Wilson Family
Date: Thursday, June 30, 2016 at 3:34:55 PM Central Daylight Time
From: Larry Smith
To: Jennifer Davis (ADE)
CC: Barbara Warren

Ms. Davis,

Just a reminder that this is the exact same child that we had a hearing on one year ago. The issue this time is exactly the same as it was one year ago. I am including with this document:

- (1) a copy of the original application that was filed with the White Hall School District,
- (2) a copy of the rejection letter from my office to Ms. Wilson stating the reason why her application was denied,
- (3) a copy of the Arkansas Department of Education's webpage for School Choice (please note that the date of the printing of this page(s) is June 30, 2016) which indicates that the Dollarway School District claims a conflict with A.C.A. 6-18-1901 (page 2 of 4),
- (4) a copy of the letter (also from the Arkansas Department of Education's website) from former Superintendent of the Dollarway School District indicating their selection to opt out of School Choice along with the appropriate case information as required by state statute that accompanied their request.

The rejection of this student was upheld last year by the State Board of Education based upon the same information. The only thing that is different at this point is the grade of the child in question. As noted in the Rules and Arkansas Code, the White Hall School District in this case, as well as, approximately 35 other cases involving Dollarway School District this year have no option except to deny their requests in order to ensure that the White Hall School District is not in conflict with a federal desegregation order.

Larry Smith

From: Jennifer Davis (ADE) [mailto:Jennifer.Davis@arkansas.gov]
Sent: Thursday, June 30, 2016 2:04 PM
To: Larry Smith
Cc: Barbara Warren
Subject: Notice of Filing of School Choice Appeal - Wilson Family

Superintendent Smith:

Please find attached a school choice appeal filed with the ADE by the Wilson family. The family appeals the decision

of the White Hall School District to deny the school choice transfer of their child from the Dollarway School District. The applicable ADE rules state that a nonresident district must file any response to the appeal within ten (10) days of receipt of the appeal.

You may send any response to me via email or you may send it to the following address:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, Arkansas 72201

I have enclosed a copy of the current ADE rules and the school choice statutes for your review. ADE staff will send all parties a formal notification letter once any response is received (or if the ten day time period passes without a response from the nonresident district).

Thank you for your attention to this matter.

Thanks,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-4227
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

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Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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Title 6. Education

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015”
(Must Be Submitted to Non-Resident District)***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/
Native Alaskan ☐Native Hawaiian/
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

HEARING PROCEDURES

Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident district should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201

7.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident district must also mail a copy of the written response to the appealing party.

7.03.3 If the appealing party did not request a hearing before the State Board of Education, the nonresident district may request a hearing in its response.

7.04 If a hearing is requested by either party, the State Board of Education shall schedule the hearing for the next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.05 If no hearing is requested by either party, the State Board of Education shall consider the appeal during its next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.06 State Board of Education Hearing Procedures

7.06.1 A staff member of the Department of Education shall introduce the agenda item.

7.06.2 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board of Education.

7.06.3 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.06.4 Each party will be given twenty (20) minutes to present their cases, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

7.06.5 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board of Education as a witness during the hearing. The

State Board of Education may accept testimony by affidavit, declaration, or deposition.

- 7.06.6 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 7.06.7 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1, 2, 3).
- 7.06.8 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 7.06.9 The nonresident district shall have the burden of proof in proving the basis for the denial of the transfer.
- 7.06.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

August 3, 2016

State Board
of Education

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Fayetteville
Chair

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Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

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Opportunity
Employer*

LaQuita Wilson
[REDACTED]
Pine Bluff, AR 71601

Barbara Warren, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

Dr. Larry Smith, Superintendent
White Hall School District
1020 W. Holland
White Hall, AR 71602

Re: **Appeal Under the Opportunity Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Everyone:


This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. This appeal will be heard along with the parents appeal of denial of transfer under the Arkansas School Choice Act of 2015. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.**

The Arkansas State Board of Education has requested the parent, nonresident district, and the resident district attend this meeting and be available for questions.

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act. You may find a copy of the applicable rules here: [http://www.arkansased.gov/public/userfiles/rules/Current/Opportunity School Choice Rules Final September 2013.pdf](http://www.arkansased.gov/public/userfiles/rules/Current/Opportunity%20School%20Choice%20Rules%20Final%20September%202013.pdf)

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,


Jennifer Davis
Staff Attorney

Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

APPEAL

White Hall School District
1020 West Holland
White Hall, AR 71602

July 27, 2016

LaQuita Wilson
[REDACTED]

Pine Bluff, AR 71601

I am sorry, but the Opportunity School Choice Application(s) of 2016 you submitted for [REDACTED] Wilson has been rejected for the following reason.

☒ X Your child's resident district has declared itself exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order.

☐ Your child's resident district has reached its limitation cap for allowable transfers and we cannot accept any additional school choice transfers from that district.

If you have any questions please contact your Resident District Superintendent at the District Administration Building

As noted in your original application, you have 10 days from receipt of this notice in which to appeal this decision to the Arkansas State Board of Education.

Respectfully,



Dr. Larry Smith, Superintendent

ATTACHMENT 1**APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT****APPLICANT INFORMATION**

Student Name: L [REDACTED] Wilson
Student Date of Birth: [REDACTED] Gender Male ☐ Female ☒
Grade: 1st
Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒
ETHNIC ORIGIN (CHECK ONE) (For data reporting purposes only)
2 or More Races ☐ Asian ☐ African-American ☒
Hispanic ☐ Native American/
Native Alaskan ☐ Native Hawaiian/
Pacific Islander ☐
White ☐

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name: Dollanway School District County Name: Jefferson
Address: 4900 Dollanway Rd. Pine Bluff, AR 71602
Phone: (870) 534-7003

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name: (Moody Elementary) White Hall School District County Name: Jefferson
Address: 1020 W. Holland Avenue White Hall, AR 71602
Phone: (870) 247-2002

ATTACHMENT 1

PARENT OR GUARDIAN INFORMATION	
Name: <u>LaQuita Wilson</u>	Home Phone: [REDACTED]
Address: [REDACTED]	Work Phone: [REDACTED]
<u>Pine Bluff, AR 71601</u>	
Parent/Guardian Signature <u>LaQuita Wilson</u>	Date: <u>7/22/16</u>
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>	
DISTRICT USE ONLY	
Date and Time Received by Nonresident District: <u>7-26-16 3:30 p.m.</u>	
Resident District LEA #:	Nonresident District LEA#: <u>3510000</u>
Resident School LEA#:	Nonresident School LEA#:
Student's State Identification #:	
Application	Accepted <input type="checkbox"/> Rejected <input checked="" type="checkbox"/>
Reason for Rejection (If Applicable): <u>Following is under a Federal Desegregation Order.</u>	
Date Notification Sent to Parent/Guardian of Applicant: <u>7/27/16</u>	

Page 2 of 2

RESPONSE

ASSOCIATED DOCUMENTS

OPPORTUNITY SCHOOL CHOICE STATUTES AND ACTS

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1 of 1

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A.C.A. § 6-18-227

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*** Legislation is current through the 2014 Fiscal Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** July 2, 2014. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 18 Students
Subchapter 2 -- Attendance

A.C.A. § 6-18-227 (2014)

6-18-227. Arkansas Opportunity Public School Choice Act of 2004.

(a) (1) This section may be referred to and cited as the "Arkansas Opportunity Public School Choice Act of 2004".

(2) (A) The purpose of this section is to provide enhanced opportunity for students in this state to gain the knowledge and skills necessary for postsecondary education, a technical education, or the world of work.

(B) The General Assembly:

(i) Recognizes that the Arkansas Constitution, as interpreted by the Supreme Court in *Lake View School District No. 25 v. Huckabee*, 351 Ark. 31 (2002), makes education a paramount duty of the state;

(ii) Finds that the Arkansas Constitution requires the state to provide an adequate education;

(iii) Further finds that a student should not be compelled against the wishes of the parent, guardian, or the student, if the student is over eighteen (18) years of age, to remain in a public school or school district classified by the State Board of Education as a school or school district in academic distress under § 6-15-428; and

(iv) Shall make available a public school choice option in order to give a child the opportunity to attend a public school or school district not in academic distress.

(3) The General Assembly further finds that giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools, since teachers, administrators, and school district board members will have added incentives to satisfy the educational needs of the students who reside in the district.

(4) A public school choice program is hereby established to enable any student to transfer from a public school or school district classified by the state board as a public school or school district in academic distress to another public school or school district in the state that is not in academic distress, subject to the restrictions contained in this section.

(b) (1) Upon the request of a parent, guardian, or the student, if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under this section if:

(A) The resident public school or school district has been classified by the state board as a public school or school district in academic distress; and

(B) The parent, guardian, or the student, if the student is over eighteen (18) years of age, has notified the Department of Education and both the sending and receiving school districts of the request for a transfer no later than July 30 of the first year in which the student intends to transfer.

(2) (A) (i) For the purposes of continuity of educational choice, the transfer shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or the parent, guardian, or the student, if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

(ii) A transfer under this section is effective at the beginning of the next academic year.

(B) Application for the opportunity public school choice option shall be provided by the department, shall contain a notice that a transfer under this subsection shall operate as an irrevocable choice for at least one (1) entire school year, and shall remain in force until the student completes high school as provided in this subsection except as otherwise provided by law.

(3) (A) For each student enrolled in or assigned to a public school or school district that has been classified by the state board as a public school or school district in academic distress, a school district shall:

(i) Timely notify the parent, guardian, or the student, if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under this section; and

(ii) (a) Offer the parent, guardian, or the student, if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the state board as a public school or school district in academic distress.

(b) The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.

(B) (i) The parent or guardian of a student enrolled in or assigned to a public school or school district that has been classified by the state board as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence.

(ii) That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.

(C) (i) Students with disabilities who are eligible to receive services from the school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the public school choice program remain eligible to receive services from the school district as provided by federal or state law.

(ii) Any funding for the student shall be transferred to the public school or school district to which the student transfers.

(c) (1) (A) The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under subdivisions (c)(1)(B) and (c)(2) of this section.

(B) A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under subdivision (c)(1)(A) of this section.

(2) Upon the transferring public school's or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of the transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.

(d) (1) (A) Each school district board of directors shall offer the opportunity public school choice option within the public schools.

(B) The opportunity public school choice option shall be offered in addition to other existing choice programs.

(2) (A) (i) A school district shall not deny a student the ability to attend a school in the student's school district of choice under this section unless there is a lack of capacity at the school in the student's school district of choice.

(ii) A lack of capacity may be claimed by a school district only if the school district has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of accreditation, or other applicable regulations.

(B) The race or ethnicity of a student shall not be used to deny a student the ability to attend a school in the student's school district of choice under this section.

(3) A student or the student's parent or guardian may appeal a school district's decision to deny admission to a school in a student's school district of choice due to lack of capacity to the State Board of Education after the student or the student's parent or guardian receives a written notice from the school district of choice that admission has been denied.

(4) The department shall promulgate rules governing the use of school capacity as a basis for denying admission under this section.

(e) (1) The provisions of this section and all student choice options created in this section shall comply with § 6-18-206(d) [repealed], (e) [repealed], and (i) [repealed] and shall not be subject to any other limitation or restriction provided by law.

(2) If any part of this section conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation court order shall govern.

(f) The department shall develop an annual report on the status of school choice and deliver the report to the state board, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.

(g) Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to rules adopted by the state board.

(h) (1) A receiving district shall accept credits toward graduation that were awarded by another district.

(2) The receiving district shall award a diploma to a nonresident student if the student meets the receiving district's graduation requirements.

(i) For purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the district to which the student has transferred.

(j) (1) All school districts shall report to the department on an annual basis the race, gender, and other pertinent information needed to properly monitor compliance with the provisions of this section.

(2) The reports may be on those forms that are prescribed by the department, or the data may be submitted electronically by the district using a format authorized by the department.

(3) The department may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the department so long as thirty (30) calendar days are given between the request for the information and the published deadline.

(4) A copy of the report shall be provided to the House Committee on Education and the Senate Committee on Education.

(k) (1) Unless excused by the school for illness or other good cause:

(A) Any student participating in the opportunity public school choice option shall remain in attendance throughout the school year and shall comply fully with the school's code of conduct; and

(B) The parent or guardian of each student participating in the opportunity public school choice option shall comply fully with the receiving public school's parental involvement requirements.

(2) A participant who fails to comply with this section shall forfeit the opportunity public school choice option.

(l) (1) The maximum opportunity public school choice funds granted for an eligible student shall be calculated based on applicable state law.

(2) (A) The receiving school district shall report all students who transfer from another public school under the public school choice program.


(B) The students attending public schools pursuant to the opportunity public school choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

(3) The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

(m) The state board shall adopt any rules necessary for the implementation of this section pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

(n) A district under the public school choice program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 35, § 7; 2005, No. 2121, § 22; 2011, No. 1124, §§ 1, 2; 2011, No. 1147, § 1; 2013, No. 600, §§ 7-12; 2013, No. 1138, § 45; 2013, No. 1227, § 4; 2013, No. 1429, § 11.

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OPPORTUNITY SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT
September 2013**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Opportunity Public School Choice Act.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Arkansas Opportunity Public School Choice Act as amended.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. §§ 6-11-105, 6-18-227, 6-15-430, 25-15-201 et seq., and Acts 600, 1227 and 1429 of 2013.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Department” means the Arkansas Department of Education.
- 3.02 “Nonresident or receiving district” means the public school district, or open-enrollment public charter school, to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.03 “Nonresident or receiving school” means the public school to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227. A nonresident or receiving school may be a public school within the resident district, a public school within a nonresident district, or an open-enrollment public charter school.
- 3.04 “Resident or transferring district” means the public school district in which the student resides and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.05 “Resident or transferring school” means the public school in which the student is enrolled at the time of application and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.06 “Public school or school district in academic distress” means a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress.

4.00 GENERAL REQUIREMENTS

- 4.01 Upon the request of a parent or guardian, or the student if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under these rules if:
 - 4.01.1 The resident public school or school district has been classified by the State Board of Education as a public school or school district in academic distress; and
 - 4.01.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, has notified the Department of Education and both the transferring and receiving school districts of the request to transfer no later than July 30 of the first year in which the student intends to transfer.
- 4.02 Each school district board of directors shall offer the Opportunity Public School Choice option within the public schools. The Opportunity Public School Choice option shall be offered in addition to other existing choice programs.
- 4.03 The parent or guardian of a student, or the student if the student is over eighteen (18) years of age, enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence. That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.
- 4.04 Within thirty (30) days from receipt of an application from a student seeking admission under these rules, the superintendent of the nonresident district shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity Public School Choice application has been accepted or rejected. The notification shall be sent via First-Class Mail to the address on the application.
 - 4.04.1 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter the deadline by which the student must enroll in the receiving school.
 - 4.04.2 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the specific reasons for the rejection.
 - 4.04.3 A school district shall not deny a student the ability to transfer to a nonresident school under these rules unless there is a lack of capacity at the nonresident school.
 - 4.04.4 A lack of capacity may be claimed by a school district only if the nonresident school has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of

accreditation, or other applicable regulations. For the purposes of these rules, a school district may claim a lack of capacity if, as of the date the application for opportunity school choice is made, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

- 4.04.5 The race or ethnicity of a student shall not be used to deny a student the ability to attend a nonresident school under these rules.
- 4.04.6 Pursuant to Section 7.00 of these rules, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school to the State Board of Education after the student or the student's parent or guardian receives written notice from the nonresident district that admission has been denied.
- 4.04.7 If any provision of these rules conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation order shall govern.
- 4.05 For each student enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress, a school district shall:
 - 4.05.1 Timely notify the parent or guardian, or the student if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under these rules; and
 - 4.05.2 Offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the State Board of Education as a public school or school district in academic distress.
 - 4.05.3 The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.
- 4.06 For the purposes of continuity of educational choice, a transfer under these rules shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until:
 - 4.06.1 The student completes high school; or,
 - 4.06.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

- 4.07 A transfer under these rules is effective at the beginning of the next academic year.
- 4.08 Students with disabilities who are eligible to receive services from the transferring school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the Opportunity Public School Choice Act program, shall remain eligible to receive services from the receiving school district as provided by state or federal law. Any funding for the student shall be transferred to the school district to which the student transfers.
- 4.09 The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under Sections 4.09.1 and 4.09.2 of these rules.
 - 4.09.1 A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under Section 4.09 of these rules.
 - 4.09.2 Upon the transferring public school or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.
- 4.10 Unless excused by the school for illness or other good cause:
 - 4.10.1 Any student participating in the Opportunity Public School Choice option shall remain in attendance throughout the school year and shall comply fully with the receiving school's code of conduct; and
 - 4.10.2 The parent or guardian of each student participating in the Opportunity Public School Choice option shall comply fully with the receiving school's parental involvement requirements.
- 4.11 The parent or guardian shall ensure that the student participating in the opportunity public school choice option takes all statewide assessments, including, but not limited to, benchmark exams, required pursuant to Ark. Code Ann. § 6-15-433.
- 4.12 A student failing to comply with the requirements of these rules shall forfeit the Opportunity Public School Choice option.
- 4.13 A receiving district shall accept credits toward graduation that were awarded by another district.

- 4.14 The receiving district shall award a diploma to a student transferred under these rules if the student meets the receiving district's graduation requirements.
- 4.15 A district under this program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

5.00 REPORTING REQUIREMENTS

- 5.01 The Department of Education shall develop an annual report on the status of school choice and deliver the report to the State Board of Education, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.
- 5.02 Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to these rules. The school district board of directors shall report this data through its cycle reports as prescribed by the Commissioner of Education.
- 5.03 All school districts shall report to the Department of Education on an annual basis the race and gender of each student identified in Section 5.02 above, and other pertinent information needed to properly monitor compliance with the provisions of these rules. The reports may be on forms prescribed by the Department of Education, or the data may be submitted electronically by the district using a format authorized by the Department of Education. The school districts shall report this data through its cycle reports as prescribed by the Commissioner of Education.
 - 5.03.1 The Department of Education may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Department of Education so long as thirty (30) calendar days are given between the request for the information and the published deadline.
 - 5.03.2 A copy of the report shall be provided to the Joint Interim Committee on Education.
- 5.04 The receiving school district shall report all students who transfer from another public school under this program. The students attending public schools pursuant to the Opportunity Public School Choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

6.00 FUNDING CONSIDERATIONS

- 6.01 For the purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the receiving district.
- 6.02 The maximum Opportunity Public School Choice funds granted for an eligible student shall be calculated based on applicable state law.
- 6.03 The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

7.00 APPEAL PROCEDURES

- 7.01 A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school due to a lack of capacity to the State Board of Education pursuant to this section.
- 7.02 The student or the student's parent or guardian (hereinafter the appealing party) must present a written appeal to the State Board of Education via certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the appealing party receives notice of rejection from the superintendent of the nonresident district in accordance with Section 4.04 of these rules.
 - 7.02.1 The written appeal should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201
 - 7.02.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the appealing party must also mail a copy of the written appeal to the superintendent of the nonresident school district.
 - 7.02.3 In its written appeal, the appealing party shall state his or her basis for appealing the decision of the nonresident district.
 - 7.02.4 The appealing party must submit, along with its written appeal, a copy of the rejection letter from the nonresident district.
 - 7.02.5 Any request for a hearing before the State Board of Education must be made in the written appeal.
- 7.03 The nonresident district may submit, in writing, any additional information, evidence or arguments supporting its rejection of the student's application by mailing such response via certified mail, return receipt requested to the State

Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident district should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201

7.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident district must also mail a copy of the written response to the appealing party.

7.03.3 If the appealing party did not request a hearing before the State Board of Education, the nonresident district may request a hearing in its response.

7.04 If a hearing is requested by either party, the State Board of Education shall schedule the hearing for the next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.05 If no hearing is requested by either party, the State Board of Education shall consider the appeal during its next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.06 State Board of Education Hearing Procedures

7.06.1 A staff member of the Department of Education shall introduce the agenda item.

7.06.2 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board of Education.

7.06.3 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.06.4 Each party will be given twenty (20) minutes to present their cases, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

7.06.5 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board of Education as a witness during the hearing. The

State Board of Education may accept testimony by affidavit, declaration, or deposition.

- 7.06.6 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 7.06.7 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1, 2, 3).
- 7.06.8 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 7.06.9 The nonresident district shall have the burden of proof in proving the basis for the denial of the transfer.
- 7.06.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐

Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/
Native Alaskan ☐

Native Hawaiian/
Pacific Islander ☐

White ☐

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name:

County Name:

Address:

Phone:

ATTACHMENT 1

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>			
DISTRICT USE ONLY			
Date and Time Received by Nonresident District:			
Resident District LEA #:		Nonresident District LEA#:	
Resident School LEA#:		Nonresident School LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			

WHITE HALL SCHOOL DISTRICT NO. 27

1020 West Holland Avenue
White Hall, Arkansas 71602-9632
Phone 870-247-2002
Fax 870-247-3707

DR. LARRY SMITH
Superintendent

CRAIG DUPUY
Assistant Superintendent

DOROTHY WELCH
Assistant Superintendent

HEATH BENNETT
Assistant Superintendent

Office of the Commissioner
Attn: Opportunity School Choice Appeal
Four Capitol Mall, Rm 301-A
Little Rock, AR 72201

July 27, 2016

**RECEIVED
COMMISSIONER'S OFFICE**

AUG 01 2016

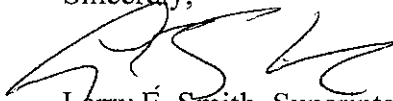
DEPARTMENT OF EDUCATION

Commissioner Key,

I have received Jennifer Davis' email concerning the appeal of the denial of the Opportunity School Choice Applications from the Allen Family. Please be advised that the White Hall School District has denied those applications on advice of legal counsel. The Dollarway School District has notified the Arkansas Department of Education of potential issues related to a federal desegregation case. Our legal counsel has advised us that we should not accept because we are not in a position to know or interpret the findings of the Federal Court in this case.

While the White Hall School District has capacity for these students, our attorney has indicated to us that accepting students under these circumstances would open the District to potential legal issues now and in the future should the transfer of students adversely affect the Dollarway School District. It has been explained to us that if the State Board of Education makes a decision that may adversely affect the Dollarway School District in terms of the court order, the legal liability will fall to the State of Arkansas rather than the White Hall School District. Therefore, we leave the decision to the State Board of Education.

Sincerely,



Larry E. Smith, Superintendent
White Hall Public Schools

HEARING PROCEDURES

Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident district should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201

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- 7.06.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

**State Board
of Education**

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Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

http://www.arkansased.gov/public/userfiles/rules/Current/Opportunity_School_Choice_Rules_Final_September_2013.pdf

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

*An Equal
Opportunity
Employer*

jennifer.davis@arkansas.gov

APPEAL

Date: July 20, 2016

From: William and Ida Allen
for Esther Allen

To: Arkansas Department of Education

Due to the hardship of our daughter having had four strokes. She had to move back home with her parents after being on her own since 1997.

This letter comes as an appeal to transfer school districts. She had to move from Maumelle, Arkansas to Sheridan, Arkansas for medical reasons. She did not relocate until June 27, 2016. We are asking that the children not have to attend a school that is in distress.

We are asking to transfer to a non resident school or school district under the Arkansas opportunity public choice ACT.

The three children are C [redacted] Hardin going to the tenth (10th) grade, Z [redacted] Green, seventh (7th) grade and M [redacted] Green (2nd) grade.

While attending Maymelle, C [REDACTED] has been in Pre-AP Class and Gifted and Talented program since sixth grade. He took the ACT and made a composite score of 22. He is coming from an advanced school and it would be traumatic for him to transfer to a school that is in distress.

Z [REDACTED] also need to be challenged.

M [REDACTED] will be a second grader reading at the fourth grade level.

We live in an area where the White Hall School bus passes our street to pick up other children for school.

We are asking if you will please reconsider this transfer request.

Thank you,

Dillon Allen
Alda Allen
Esther Allen (mother)

ATTACHMENT 1

**APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT**

APPLICANT INFORMATION

Academic Distress Transfer

Student Name:

Z [REDACTED] Green

Student Date of Birth:

[REDACTED]

Gender

Male ☒

Female ☐

Grade:

7th

Does the applicant require special needs or programs? Yes ☐

No ☒

Is applicant currently under expulsion? Yes ☐

No ☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☒

Hispanic ☐

Native American/
Native Alaskan ☐

Native Hawaiian/
Pacific Islander ☐

White ☐

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name:

Dollarway Middle School

County Name:

Jefferson

Address:

2602 Fluker Street, Pine Bluff, AR 71601

Phone:

870 (534 - 5243)

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name:

White Hall Middle School

County Name:

Jefferson

Address:

8106 Dollarway Road, White Hall, AR 71602

Phone:

(870) 247-2711

ATTACHMENT 1

PARENT OR GUARDIAN INFORMATION	
Name: <u>Esther Allen</u>	Home P: [REDACTED]
Address: [REDACTED]	Work Phone: <u>Sheridan AR 72150</u>
Parent/Guardian Signature <u>Esther Allen</u>	Date: <u>7-20-16</u>
<p>Note 1: The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p>Note 2: Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p>Note 3: A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p>Note 4: Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>	
DISTRICT USE ONLY	
Date and Time Received by Nonresident District: <u>7-20-16</u>	
Resident District LEA #:	Nonresident District LEA#:
Resident School LEA#:	Nonresident School LEA#:
Student's State Identification #:	
Application	Accepted <input type="checkbox"/> Rejected <input checked="" type="checkbox"/>
Reason for Rejection (If Applicable): <u>Dollkaway Opted out of Choice</u>	
Date Notification Sent to Parent/Guardian of Applicant: <u>7-20-16</u>	

ATTACHMENT 1

**APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT**

APPLICANT INFORMATION

Academic Distress Transfer

Student Name:

Hardin

Student Date of Birth:

Gender

Male ☒

Female ☐

Grade:

10th

Does the applicant require special needs or programs? Yes ☐

No ☒

Is applicant currently under expulsion? Yes ☐

No ☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☒

Hispanic ☐

Native American/
Native Alaskan ☐

Native Hawaiian/
Pacific Islander ☐

White ☐

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name:

Dollarway

County Name:

Jefferson

Address:

2602 Fluker Street Pine Bluff, AR 71601

Phone:

(870) 534-5243

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name:

White Hall High School

County Name:

Jefferson

Address:

700 Bulldog Drive White Hall AR 71602

Phone:

(870) 247-3255

Page 1 of 2

ATTACHMENT 1

PARENT OR GUARDIAN INFORMATION			
Name: <u>Esther Allen</u>		Home: [REDACTED]	
Address: [REDACTED]		Work Phone: <u>Sheridan, AR 72150</u>	
Parent/Guardian Signature <u>Esther Allen</u>		Date: <u>7-20-16</u>	
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>			
DISTRICT USE ONLY			
Date and Time Received by Nonresident District: <u>7-20-16 1:58</u>			
Resident District LEA #:		Nonresident District LEA#: <u>3510 000</u>	
Resident School LEA#:		Nonresident School LEA#: <u>3510 000</u>	
Student's State Identification #:			
Application Accepted <input type="checkbox"/>		Rejected <input checked="" type="checkbox"/>	
Reason for Rejection (If Applicable): <u>Followed Opted out of Choice</u>			
Date Notification Sent to Parent/Guardian of Applicant: <u>7-20-16</u>			

RESPONSE

ASSOCIATED DOCUMENTS

OPPORTUNITY SCHOOL CHOICE STATUTES AND ACTS

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A.C.A. § 6-18-227 (Copy w/ Cite)

Pages: **6**

A.C.A. § 6-18-227

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*** Legislation is current through the 2014 Fiscal Session and updates ***
 *** received from the Arkansas Code Revision Commission through ***
 *** July 2, 2014. ***

Title 6 Education
 Subtitle 2. Elementary And Secondary Education Generally
 Chapter 18 Students
 Subchapter 2 -- Attendance

A.C.A. § 6-18-227 (2014)

6-18-227. Arkansas Opportunity Public School Choice Act of 2004.

(a) (1) This section may be referred to and cited as the "Arkansas Opportunity Public School Choice Act of 2004".

(2) (A) The purpose of this section is to provide enhanced opportunity for students in this state to gain the knowledge and skills necessary for postsecondary education, a technical education, or the world of work.

(B) The General Assembly:

(i) Recognizes that the Arkansas Constitution, as interpreted by the Supreme Court in *Lake View School District No. 25 v. Huckabee*, 351 Ark. 31 (2002), makes education a paramount duty of the state;

(ii) Finds that the Arkansas Constitution requires the state to provide an adequate education;

(iii) Further finds that a student should not be compelled against the wishes of the parent, guardian, or the student, if the student is over eighteen (18) years of age, to remain in a public school or school district classified by the State Board of Education as a school or school district in academic distress under § 6-15-428; and

(iv) Shall make available a public school choice option in order to give a child the opportunity to attend a public school or school district not in academic distress.

(3) The General Assembly further finds that giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools, since teachers, administrators, and school district board members will have added incentives to satisfy the educational needs of the students who reside in the district.

(4) A public school choice program is hereby established to enable any student to transfer from a public school or school district classified by the state board as a public school or school district in academic distress to another public school or school district in the state that is not in academic distress, subject to the restrictions contained in this section.

(b) (1) Upon the request of a parent, guardian, or the student, if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under this section if:

(A) The resident public school or school district has been classified by the state board as a public school or school district in academic distress; and

(B) The parent, guardian, or the student, if the student is over eighteen (18) years of age, has notified the Department of Education and both the sending and receiving school districts of the request for a transfer no later than July 30 of the first year in which the student intends to transfer.

(2) (A) (i) For the purposes of continuity of educational choice, the transfer shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or the parent, guardian, or the student, if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

(ii) A transfer under this section is effective at the beginning of the next academic year.

(B) Application for the opportunity public school choice option shall be provided by the department, shall contain a notice that a transfer under this subsection shall operate as an irrevocable choice for at least one (1) entire school year, and shall remain in force until the student completes high school as provided in this subsection except as otherwise provided by law.

(3) (A) For each student enrolled in or assigned to a public school or school district that has been classified by the state board as a public school or school district in academic distress, a school district shall:

(i) Timely notify the parent, guardian, or the student, if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under this section; and

(ii) (a) Offer the parent, guardian, or the student, if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the state board as a public school or school district in academic distress.

(b) The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.

(B) (i) The parent or guardian of a student enrolled in or assigned to a public school or school district that has been classified by the state board as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence.

(ii) That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.

(C) (i) Students with disabilities who are eligible to receive services from the school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the public school choice program remain eligible to receive services from the school district as provided by federal or state law.

(ii) Any funding for the student shall be transferred to the public school or school district to which the student transfers.

(c) (1) (A) The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under subdivisions (c)(1)(B) and (c)(2) of this section.

(B) A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under subdivision (c)(1)(A) of this section.

(2) Upon the transferring public school's or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of the transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.

(d) (1) (A) Each school district board of directors shall offer the opportunity public school choice option within the public schools.

(B) The opportunity public school choice option shall be offered in addition to other existing choice programs.

(2) (A) (i) A school district shall not deny a student the ability to attend a school in the student's school district of choice under this section unless there is a lack of capacity at the school in the student's school district of choice.

(ii) A lack of capacity may be claimed by a school district only if the school district has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of accreditation, or other applicable regulations.

(B) The race or ethnicity of a student shall not be used to deny a student the ability to attend a school in the student's school district of choice under this section.

(3) A student or the student's parent or guardian may appeal a school district's decision to deny admission to a school in a student's school district of choice due to lack of capacity to the State Board of Education after the student or the student's parent or guardian receives a written notice from the school district of choice that admission has been denied.

(4) The department shall promulgate rules governing the use of school capacity as a basis for denying admission under this section.

(e) (1) The provisions of this section and all student choice options created in this section shall comply with § 6-18-206(d) [repealed], (e) [repealed], and (i) [repealed] and shall not be subject to any other limitation or restriction provided by law.

(2) If any part of this section conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation court order shall govern.

(f) The department shall develop an annual report on the status of school choice and deliver the report to the state board, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.

(g) Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to rules adopted by the state board.

(h) (1) A receiving district shall accept credits toward graduation that were awarded by another district.

(2) The receiving district shall award a diploma to a nonresident student if the student meets the receiving district's graduation requirements.

(i) For purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the district to which the student has transferred.

(j) (1) All school districts shall report to the department on an annual basis the race, gender, and other pertinent information needed to properly monitor compliance with the provisions of this section.

(2) The reports may be on those forms that are prescribed by the department, or the data may be submitted electronically by the district using a format authorized by the department.

(3) The department may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the department so long as thirty (30) calendar days are given between the request for the information and the published deadline.

(4) A copy of the report shall be provided to the House Committee on Education and the Senate Committee on Education.

(k) (1) Unless excused by the school for illness or other good cause:

(A) Any student participating in the opportunity public school choice option shall remain in attendance throughout the school year and shall comply fully with the school's code of conduct; and

(B) The parent or guardian of each student participating in the opportunity public school choice option shall comply fully with the receiving public school's parental involvement requirements.

(2) A participant who fails to comply with this section shall forfeit the opportunity public school choice option.

(l) (1) The maximum opportunity public school choice funds granted for an eligible student shall be calculated based on applicable state law.

(2) (A) The receiving school district shall report all students who transfer from another public school under the public school choice program.


(B) The students attending public schools pursuant to the opportunity public school choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

(3) The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

(m) The state board shall adopt any rules necessary for the implementation of this section pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

(n) A district under the public school choice program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 35, § 7; 2005, No. 2121, § 22; 2011, No. 1124, §§ 1, 2; 2011, No. 1147, § 1; 2013, No. 600, §§ 7-12; 2013, No. 1138, § 45; 2013, No. 1227, § 4; 2013, No. 1429, § 11.

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1 of 1



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A.C.A. § 6-18-227 (Copy w/ Cite)

Pages: 6



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OPPORTUNITY SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT
September 2013**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Opportunity Public School Choice Act.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Arkansas Opportunity Public School Choice Act as amended.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. §§ 6-11-105, 6-18-227, 6-15-430, 25-15-201 et seq., and Acts 600, 1227 and 1429 of 2013.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Department” means the Arkansas Department of Education.
- 3.02 “Nonresident or receiving district” means the public school district, or open-enrollment public charter school, to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.03 “Nonresident or receiving school” means the public school to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227. A nonresident or receiving school may be a public school within the resident district, a public school within a nonresident district, or an open-enrollment public charter school.
- 3.04 “Resident or transferring district” means the public school district in which the student resides and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.05 “Resident or transferring school” means the public school in which the student is enrolled at the time of application and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.06 “Public school or school district in academic distress” means a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress.

4.00 GENERAL REQUIREMENTS

- 4.01 Upon the request of a parent or guardian, or the student if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under these rules if:
 - 4.01.1 The resident public school or school district has been classified by the State Board of Education as a public school or school district in academic distress; and
 - 4.01.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, has notified the Department of Education and both the transferring and receiving school districts of the request to transfer no later than July 30 of the first year in which the student intends to transfer.
- 4.02 Each school district board of directors shall offer the Opportunity Public School Choice option within the public schools. The Opportunity Public School Choice option shall be offered in addition to other existing choice programs.
- 4.03 The parent or guardian of a student, or the student if the student is over eighteen (18) years of age, enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence. That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.
- 4.04 Within thirty (30) days from receipt of an application from a student seeking admission under these rules, the superintendent of the nonresident district shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity Public School Choice application has been accepted or rejected. The notification shall be sent via First-Class Mail to the address on the application.
 - 4.04.1 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter the deadline by which the student must enroll in the receiving school.
 - 4.04.2 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the specific reasons for the rejection.
 - 4.04.3 A school district shall not deny a student the ability to transfer to a nonresident school under these rules unless there is a lack of capacity at the nonresident school.
 - 4.04.4 A lack of capacity may be claimed by a school district only if the nonresident school has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of

accreditation, or other applicable regulations. For the purposes of these rules, a school district may claim a lack of capacity if, as of the date the application for opportunity school choice is made, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

- 4.04.5 The race or ethnicity of a student shall not be used to deny a student the ability to attend a nonresident school under these rules.
- 4.04.6 Pursuant to Section 7.00 of these rules, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school to the State Board of Education after the student or the student's parent or guardian receives written notice from the nonresident district that admission has been denied.
- 4.04.7 If any provision of these rules conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation order shall govern.
- 4.05 For each student enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress, a school district shall:
 - 4.05.1 Timely notify the parent or guardian, or the student if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under these rules; and
 - 4.05.2 Offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the State Board of Education as a public school or school district in academic distress.
 - 4.05.3 The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.
- 4.06 For the purposes of continuity of educational choice, a transfer under these rules shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until:
 - 4.06.1 The student completes high school; or,
 - 4.06.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

- 4.07 A transfer under these rules is effective at the beginning of the next academic year.
- 4.08 Students with disabilities who are eligible to receive services from the transferring school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the Opportunity Public School Choice Act program, shall remain eligible to receive services from the receiving school district as provided by state or federal law. Any funding for the student shall be transferred to the school district to which the student transfers.
- 4.09 The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under Sections 4.09.1 and 4.09.2 of these rules.
 - 4.09.1 A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under Section 4.09 of these rules.
 - 4.09.2 Upon the transferring public school or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.
- 4.10 Unless excused by the school for illness or other good cause:
 - 4.10.1 Any student participating in the Opportunity Public School Choice option shall remain in attendance throughout the school year and shall comply fully with the receiving school's code of conduct; and
 - 4.10.2 The parent or guardian of each student participating in the Opportunity Public School Choice option shall comply fully with the receiving school's parental involvement requirements.
- 4.11 The parent or guardian shall ensure that the student participating in the opportunity public school choice option takes all statewide assessments, including, but not limited to, benchmark exams, required pursuant to Ark. Code Ann. § 6-15-433.
- 4.12 A student failing to comply with the requirements of these rules shall forfeit the Opportunity Public School Choice option.
- 4.13 A receiving district shall accept credits toward graduation that were awarded by another district.

- 4.14 The receiving district shall award a diploma to a student transferred under these rules if the student meets the receiving district's graduation requirements.
- 4.15 A district under this program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

5.00 REPORTING REQUIREMENTS

- 5.01 The Department of Education shall develop an annual report on the status of school choice and deliver the report to the State Board of Education, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.
- 5.02 Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to these rules. The school district board of directors shall report this data through its cycle reports as prescribed by the Commissioner of Education.
- 5.03 All school districts shall report to the Department of Education on an annual basis the race and gender of each student identified in Section 5.02 above, and other pertinent information needed to properly monitor compliance with the provisions of these rules. The reports may be on forms prescribed by the Department of Education, or the data may be submitted electronically by the district using a format authorized by the Department of Education. The school districts shall report this data through its cycle reports as prescribed by the Commissioner of Education.
 - 5.03.1 The Department of Education may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Department of Education so long as thirty (30) calendar days are given between the request for the information and the published deadline.
 - 5.03.2 A copy of the report shall be provided to the Joint Interim Committee on Education.
- 5.04 The receiving school district shall report all students who transfer from another public school under this program. The students attending public schools pursuant to the Opportunity Public School Choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

6.00 FUNDING CONSIDERATIONS

- 6.01 For the purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the receiving district.
- 6.02 The maximum Opportunity Public School Choice funds granted for an eligible student shall be calculated based on applicable state law.
- 6.03 The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

7.00 APPEAL PROCEDURES

- 7.01 A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school due to a lack of capacity to the State Board of Education pursuant to this section.
- 7.02 The student or the student's parent or guardian (hereinafter the appealing party) must present a written appeal to the State Board of Education via certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the appealing party receives notice of rejection from the superintendent of the nonresident district in accordance with Section 4.04 of these rules.
 - 7.02.1 The written appeal should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201
 - 7.02.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the appealing party must also mail a copy of the written appeal to the superintendent of the nonresident school district.
 - 7.02.3 In its written appeal, the appealing party shall state his or her basis for appealing the decision of the nonresident district.
 - 7.02.4 The appealing party must submit, along with its written appeal, a copy of the rejection letter from the nonresident district.
 - 7.02.5 Any request for a hearing before the State Board of Education must be made in the written appeal.
- 7.03 The nonresident district may submit, in writing, any additional information, evidence or arguments supporting its rejection of the student's application by mailing such response via certified mail, return receipt requested to the State

Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident district should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201

7.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident district must also mail a copy of the written response to the appealing party.

7.03.3 If the appealing party did not request a hearing before the State Board of Education, the nonresident district may request a hearing in its response.

7.04 If a hearing is requested by either party, the State Board of Education shall schedule the hearing for the next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.05 If no hearing is requested by either party, the State Board of Education shall consider the appeal during its next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.06 State Board of Education Hearing Procedures

7.06.1 A staff member of the Department of Education shall introduce the agenda item.

7.06.2 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board of Education.

7.06.3 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.06.4 Each party will be given twenty (20) minutes to present their cases, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

7.06.5 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board of Education as a witness during the hearing. The

State Board of Education may accept testimony by affidavit, declaration, or deposition.

- 7.06.6 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 7.06.7 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1, 2, 3).
- 7.06.8 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 7.06.9 The nonresident district shall have the burden of proof in proving the basis for the denial of the transfer.
- 7.06.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐

Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/
Native Alaskan ☐

Native Hawaiian/
Pacific Islander ☐

White ☐

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name:

County Name:

Address:

Phone:

ATTACHMENT 1

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>			
DISTRICT USE ONLY			
Date and Time Received by Nonresident District:			
Resident District LEA #:		Nonresident District LEA#:	
Resident School LEA#:		Nonresident School LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			

WHITE HALL SCHOOL DISTRICT NO. 27

1020 West Holland Avenue
White Hall, Arkansas 71602-9632
Phone 870-247-2002
Fax 870-247-3707

DR. LARRY SMITH
Superintendent

CRAIG DUPUY
Assistant Superintendent

DOROTHY WELCH
Assistant Superintendent

HEATH BENNETT
Assistant Superintendent

Office of the Commissioner
Attn: Opportunity School Choice Appeal
Four Capitol Mall, Rm 301-A
Little Rock, AR 72201

July 27, 2016

**RECEIVED
COMMISSIONER'S OFFICE**

AUG 01 2016

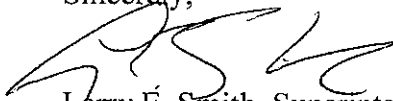
DEPARTMENT OF EDUCATION

Commissioner Key,

I have received Jennifer Davis' email concerning the appeal of the denial of the Opportunity School Choice Applications from the Allen Family. Please be advised that the White Hall School District has denied those applications on advice of legal counsel. The Dollarway School District has notified the Arkansas Department of Education of potential issues related to a federal desegregation case. Our legal counsel has advised us that we should not accept because we are not in a position to know or interpret the findings of the Federal Court in this case.

While the White Hall School District has capacity for these students, our attorney has indicated to us that accepting students under these circumstances would open the District to potential legal issues now and in the future should the transfer of students adversely affect the Dollarway School District. It has been explained to us that if the State Board of Education makes a decision that may adversely affect the Dollarway School District in terms of the court order, the legal liability will fall to the State of Arkansas rather than the White Hall School District. Therefore, we leave the decision to the State Board of Education.

Sincerely,



Larry E. Smith, Superintendent
White Hall Public Schools

HEARING PROCEDURES

Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident district should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201

7.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident district must also mail a copy of the written response to the appealing party.

7.03.3 If the appealing party did not request a hearing before the State Board of Education, the nonresident district may request a hearing in its response.

7.04 If a hearing is requested by either party, the State Board of Education shall schedule the hearing for the next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.05 If no hearing is requested by either party, the State Board of Education shall consider the appeal during its next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.06 State Board of Education Hearing Procedures

7.06.1 A staff member of the Department of Education shall introduce the agenda item.

7.06.2 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board of Education.

7.06.3 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.06.4 Each party will be given twenty (20) minutes to present their cases, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

7.06.5 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board of Education as a witness during the hearing. The

State Board of Education may accept testimony by affidavit, declaration, or deposition.

- 7.06.6 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 7.06.7 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1, 2, 3).
- 7.06.8 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 7.06.9 The nonresident district shall have the burden of proof in proving the basis for the denial of the transfer.
- 7.06.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

July 29, 2016

Johnny Key
Commissioner

State Board
of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

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

*An Equal
Opportunity
Employer*

Barbara Jenkins
[REDACTED]
Jacksonville, AR 72076

Dr. Jerry Guess, Superintendent
Pulaski County Special School District
925 E. Dixon Road
Little Rock, AR 72206

Tony Wood, Superintendent
Jacksonville North Pulaski School District
1414 W. Main
Jacksonville, AR 72076

**Re: Appeal Under the Opportunity Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Everyone:

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, August 11, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.**

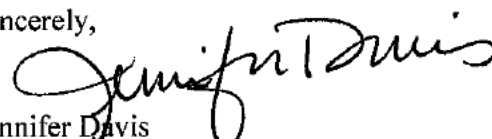
The Arkansas State Board of Education has requested the parent, nonresident district, and the resident district attend this meeting and be available for questions.

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act. You may find a copy of the applicable rules here:

http://www.arkansased.gov/public/userfiles/rules/Current/Opportunity_School_Choice_Rules_Final_September_2013.pdf

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,


Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

APPEAL

July 18, 2016

Barbara A. Jenkins,

Jacksonville, AR 72076

Office of ADE Commissioner
ATTN: Oliver Dillingham, Program Coordinator, School Choice
School Choice Appeal
Four Capitol Mall, Box#25
Little Rock, AR 72201

Dear Sir or Madam,

I am writing to appeal the denial decision that was given to me by the Jacksonville North Pulaski School District. The denial letter stated "JNPSD is party to an active desegregation lawsuit, and does not participate in school choice". This decision is of great concern to my child's education, due to the fact that the only Middle School in the JNPSD is in School Improvement with a 'Priority' Status. I have recently transferred my child from a 'Priority' status school in Pine Bluff, AR by physically moving to Jacksonville and enrolling in the charter school, Jacksonville Lighthouse Flightline Upper Academy. Although not in School Improvement, the charter school lacks programming that is of interest to my child. She aspires to be an engineer and would like to take courses in robotics and engineering that are offered at Sylvan Hills Middle School.

There are also restrictions for my child attending the charter school, because the LRAFB (Air Force Base), requires clearance for all contacts who transport students on and off the base. I am a single mother and I have to rely on others to help pick up my child from school. This school year has been a struggle to get my child picked up due to the base restrictions. Attending Sylvan Hills Middle School would mean my child be able to be picked up without any restrictions.

In closing it is my sincere plea that an appeal for school choice be granted for my child, M. Lucas, to receive permission to attend Sylvan Hills Middle School, so that she may pursue her educational aspirations.

Respectfully,


Barbara A. Jenkins

**RECEIVED
ATTORNEY'S OFFICE**

JUL 19 2016

**DEPARTMENT OF EDUCATION
GENERAL DIVISION**

ATTACHMENT 1

**APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT**

APPLICANT INFORMATION

Student Name:

M

Lucas

Student Date of Birth:

Gender

Male

☐

Female

☒

Grade:

7th

Does the applicant require special needs or programs? Yes

☐

No

☒

Is applicant currently under expulsion? Yes

☐

No

☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races

☐

Asian

☐

African-American

☒

Hispanic

☐

Native American/
Native Alaskan

☐

Native Hawaiian/
Pacific Islander

☐

White

☐

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name:

JLCS FLT Line UA

County Name:

Pulaski

Address:

251 N. First Street Jacksonville, AR 72216

Phone:

501 988 1085

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name:

Sylvan Hills

County Name:

Pulaski

Address:

10001 Johnson Dr Sherwood, AR 72120

Phone:

501 833 1120

ATTACHMENT 1

PARENT OR GUARDIAN INFORMATION			
Name: <u>Barbara A Jenkins</u>		Home Phone: [REDACTED]	
Address: [REDACTED]		Work Phone:	
Parent/Guardian Signature <u>Barbara A. Jenkins</u>		Date: <u>7/13/16</u>	
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>			
DISTRICT USE ONLY			
Date and Time Received by Nonresident District:			
Resident District LEA #: <u>6004</u>		Nonresident District LEA#:	
Resident School LEA#: <u>6004008</u>		Nonresident School LEA#:	
Student's State Identification #:			
Application	Accepted	<input checked="" type="checkbox"/> Rejected	
Reason for Rejection (If Applicable): <u>JNPSD is party to an active desegregation lawsuit. therefore the District does not participate in opportunity to school choice.</u>			
Date Notification Sent to Parent/Guardian of Applicant: <u>7-18-16</u>			

RESPONSE

ASSOCIATED DOCUMENTS

OPPORTUNITY SCHOOL CHOICE STATUTES AND ACTS

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1 of 1



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A.C.A. § 6-18-227 (Copy w/ Cite)

Pages: **6**

A.C.A. § 6-18-227

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*** Legislation is current through the 2014 Fiscal Session and updates ***
 *** received from the Arkansas Code Revision Commission through ***
 *** July 2, 2014. ***

Title 6 Education
 Subtitle 2. Elementary And Secondary Education Generally
 Chapter 18 Students
 Subchapter 2 -- Attendance

A.C.A. § 6-18-227 (2014)

6-18-227. Arkansas Opportunity Public School Choice Act of 2004.

(a) (1) This section may be referred to and cited as the "Arkansas Opportunity Public School Choice Act of 2004".

(2) (A) The purpose of this section is to provide enhanced opportunity for students in this state to gain the knowledge and skills necessary for postsecondary education, a technical education, or the world of work.

(B) The General Assembly:

(i) Recognizes that the Arkansas Constitution, as interpreted by the Supreme Court in *Lake View School District No. 25 v. Huckabee*, 351 Ark. 31 (2002), makes education a paramount duty of the state;

(ii) Finds that the Arkansas Constitution requires the state to provide an adequate education;

(iii) Further finds that a student should not be compelled against the wishes of the parent, guardian, or the student, if the student is over eighteen (18) years of age, to remain in a public school or school district classified by the State Board of Education as a school or school district in academic distress under § 6-15-428; and

(iv) Shall make available a public school choice option in order to give a child the opportunity to attend a public school or school district not in academic distress.

(3) The General Assembly further finds that giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools, since teachers, administrators, and school district board members will have added incentives to satisfy the educational needs of the students who reside in the district.

(4) A public school choice program is hereby established to enable any student to transfer from a public school or school district classified by the state board as a public school or school district in academic distress to another public school or school district in the state that is not in academic distress, subject to the restrictions contained in this section.

(b) (1) Upon the request of a parent, guardian, or the student, if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under this section if:

(A) The resident public school or school district has been classified by the state board as a public school or school district in academic distress; and

(B) The parent, guardian, or the student, if the student is over eighteen (18) years of age, has notified the Department of Education and both the sending and receiving school districts of the request for a transfer no later than July 30 of the first year in which the student intends to transfer.

(2) (A) (i) For the purposes of continuity of educational choice, the transfer shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or the parent, guardian, or the student, if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

(ii) A transfer under this section is effective at the beginning of the next academic year.

(B) Application for the opportunity public school choice option shall be provided by the department, shall contain a notice that a transfer under this subsection shall operate as an irrevocable choice for at least one (1) entire school year, and shall remain in force until the student completes high school as provided in this subsection except as otherwise provided by law.

(3) (A) For each student enrolled in or assigned to a public school or school district that has been classified by the state board as a public school or school district in academic distress, a school district shall:

(i) Timely notify the parent, guardian, or the student, if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under this section; and

(ii) (a) Offer the parent, guardian, or the student, if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the state board as a public school or school district in academic distress.

(b) The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.

(B) (i) The parent or guardian of a student enrolled in or assigned to a public school or school district that has been classified by the state board as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence.

(ii) That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.

(C) (i) Students with disabilities who are eligible to receive services from the school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the public school choice program remain eligible to receive services from the school district as provided by federal or state law.

(ii) Any funding for the student shall be transferred to the public school or school district to which the student transfers.

(c) (1) (A) The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under subdivisions (c)(1)(B) and (c)(2) of this section.

(B) A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under subdivision (c)(1)(A) of this section.

(2) Upon the transferring public school's or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of the transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.

(d) (1) (A) Each school district board of directors shall offer the opportunity public school choice option within the public schools.

(B) The opportunity public school choice option shall be offered in addition to other existing choice programs.

(2) (A) (i) A school district shall not deny a student the ability to attend a school in the student's school district of choice under this section unless there is a lack of capacity at the school in the student's school district of choice.

(ii) A lack of capacity may be claimed by a school district only if the school district has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of accreditation, or other applicable regulations.

(B) The race or ethnicity of a student shall not be used to deny a student the ability to attend a school in the student's school district of choice under this section.

(3) A student or the student's parent or guardian may appeal a school district's decision to deny admission to a school in a student's school district of choice due to lack of capacity to the State Board of Education after the student or the student's parent or guardian receives a written notice from the school district of choice that admission has been denied.

(4) The department shall promulgate rules governing the use of school capacity as a basis for denying admission under this section.

(e) (1) The provisions of this section and all student choice options created in this section shall comply with § 6-18-206(d) [repealed], (e) [repealed], and (i) [repealed] and shall not be subject to any other limitation or restriction provided by law.

(2) If any part of this section conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation court order shall govern.

(f) The department shall develop an annual report on the status of school choice and deliver the report to the state board, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.

(g) Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to rules adopted by the state board.

(h) (1) A receiving district shall accept credits toward graduation that were awarded by another district.

(2) The receiving district shall award a diploma to a nonresident student if the student meets the receiving district's graduation requirements.

(i) For purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the district to which the student has transferred.

(j) (1) All school districts shall report to the department on an annual basis the race, gender, and other pertinent information needed to properly monitor compliance with the provisions of this section.

(2) The reports may be on those forms that are prescribed by the department, or the data may be submitted electronically by the district using a format authorized by the department.

(3) The department may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the department so long as thirty (30) calendar days are given between the request for the information and the published deadline.

(4) A copy of the report shall be provided to the House Committee on Education and the Senate Committee on Education.

(k) (1) Unless excused by the school for illness or other good cause:

(A) Any student participating in the opportunity public school choice option shall remain in attendance throughout the school year and shall comply fully with the school's code of conduct; and

(B) The parent or guardian of each student participating in the opportunity public school choice option shall comply fully with the receiving public school's parental involvement requirements.

(2) A participant who fails to comply with this section shall forfeit the opportunity public school choice option.

(l) (1) The maximum opportunity public school choice funds granted for an eligible student shall be calculated based on applicable state law.

(2) (A) The receiving school district shall report all students who transfer from another public school under the public school choice program.


(B) The students attending public schools pursuant to the opportunity public school choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

(3) The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

(m) The state board shall adopt any rules necessary for the implementation of this section pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

(n) A district under the public school choice program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 35, § 7; 2005, No. 2121, § 22; 2011, No. 1124, §§ 1, 2; 2011, No. 1147, § 1; 2013, No. 600, §§ 7-12; 2013, No. 1138, § 45; 2013, No. 1227, § 4; 2013, No. 1429, § 11.

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1 of 1



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A.C.A. § 6-18-227 (Copy w/ Cite)

Pages: 6



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OPPORTUNITY SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT
September 2013**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Opportunity Public School Choice Act.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Arkansas Opportunity Public School Choice Act as amended.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. §§ 6-11-105, 6-18-227, 6-15-430, 25-15-201 et seq., and Acts 600, 1227 and 1429 of 2013.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Department” means the Arkansas Department of Education.
- 3.02 “Nonresident or receiving district” means the public school district, or open-enrollment public charter school, to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.03 “Nonresident or receiving school” means the public school to which a student transfers or seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227. A nonresident or receiving school may be a public school within the resident district, a public school within a nonresident district, or an open-enrollment public charter school.
- 3.04 “Resident or transferring district” means the public school district in which the student resides and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.05 “Resident or transferring school” means the public school in which the student is enrolled at the time of application and from which the student seeks to transfer under the provisions of Ark. Code Ann. § 6-18-227.
- 3.06 “Public school or school district in academic distress” means a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress.

4.00 GENERAL REQUIREMENTS

- 4.01 Upon the request of a parent or guardian, or the student if the student is over eighteen (18) years of age, a student may transfer from his or her resident district or public school to another school district or public school under these rules if:
 - 4.01.1 The resident public school or school district has been classified by the State Board of Education as a public school or school district in academic distress; and
 - 4.01.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, has notified the Department of Education and both the transferring and receiving school districts of the request to transfer no later than July 30 of the first year in which the student intends to transfer.
- 4.02 Each school district board of directors shall offer the Opportunity Public School Choice option within the public schools. The Opportunity Public School Choice option shall be offered in addition to other existing choice programs.
- 4.03 The parent or guardian of a student, or the student if the student is over eighteen (18) years of age, enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress may choose as an alternative to enroll the student in a legally allowable public school or school district that is not classified as a public school or school district in academic distress and that is nearest to the student's legal residence. That school or school district shall accept the student and report the student for purposes of the funding under applicable state law.
- 4.04 Within thirty (30) days from receipt of an application from a student seeking admission under these rules, the superintendent of the nonresident district shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity Public School Choice application has been accepted or rejected. The notification shall be sent via First-Class Mail to the address on the application.
 - 4.04.1 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter the deadline by which the student must enroll in the receiving school.
 - 4.04.2 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the specific reasons for the rejection.
 - 4.04.3 A school district shall not deny a student the ability to transfer to a nonresident school under these rules unless there is a lack of capacity at the nonresident school.
 - 4.04.4 A lack of capacity may be claimed by a school district only if the nonresident school has reached the maximum student-to-teacher ratio allowed under federal law, state law, the rules for standards of

accreditation, or other applicable regulations. For the purposes of these rules, a school district may claim a lack of capacity if, as of the date the application for opportunity school choice is made, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

- 4.04.5 The race or ethnicity of a student shall not be used to deny a student the ability to attend a nonresident school under these rules.
- 4.04.6 Pursuant to Section 7.00 of these rules, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school to the State Board of Education after the student or the student's parent or guardian receives written notice from the nonresident district that admission has been denied.
- 4.04.7 If any provision of these rules conflicts with the provisions of a federal desegregation court order applicable to a school district, the provisions of the federal desegregation order shall govern.
- 4.05 For each student enrolled in or assigned to a public school or school district that has been classified by the State Board of Education as a public school or school district in academic distress, a school district shall:
 - 4.05.1 Timely notify the parent or guardian, or the student if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under these rules; and
 - 4.05.2 Offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the State Board of Education as a public school or school district in academic distress.
 - 4.05.3 The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school.
- 4.06 For the purposes of continuity of educational choice, a transfer under these rules shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until:
 - 4.06.1 The student completes high school; or,
 - 4.06.2 The parent or guardian, or the student if the student is over eighteen (18) years of age, timely makes application under a provision of law governing attendance in or transfer to another public school or school district other than the student's assigned school or resident district.

- 4.07 A transfer under these rules is effective at the beginning of the next academic year.
- 4.08 Students with disabilities who are eligible to receive services from the transferring school district under federal or state law, including students receiving additional funding through federal title programs specific to the Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, and who participate in the Opportunity Public School Choice Act program, shall remain eligible to receive services from the receiving school district as provided by state or federal law. Any funding for the student shall be transferred to the school district to which the student transfers.
- 4.09 The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district except as provided under Sections 4.09.1 and 4.09.2 of these rules.
 - 4.09.1 A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation required under Section 4.09 of these rules.
 - 4.09.2 Upon the transferring public school or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.
- 4.10 Unless excused by the school for illness or other good cause:
 - 4.10.1 Any student participating in the Opportunity Public School Choice option shall remain in attendance throughout the school year and shall comply fully with the receiving school's code of conduct; and
 - 4.10.2 The parent or guardian of each student participating in the Opportunity Public School Choice option shall comply fully with the receiving school's parental involvement requirements.
- 4.11 The parent or guardian shall ensure that the student participating in the opportunity public school choice option takes all statewide assessments, including, but not limited to, benchmark exams, required pursuant to Ark. Code Ann. § 6-15-433.
- 4.12 A student failing to comply with the requirements of these rules shall forfeit the Opportunity Public School Choice option.
- 4.13 A receiving district shall accept credits toward graduation that were awarded by another district.

- 4.14 The receiving district shall award a diploma to a student transferred under these rules if the student meets the receiving district's graduation requirements.
- 4.15 A district under this program shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

5.00 REPORTING REQUIREMENTS

- 5.01 The Department of Education shall develop an annual report on the status of school choice and deliver the report to the State Board of Education, the Governor, and the Legislative Council at least ninety (90) days prior to the convening of the regular session of the General Assembly.
- 5.02 Each school district board of directors shall annually report the number of students applying for and attending the various types of public schools of choice in the district, including schools such as magnet schools, according to these rules. The school district board of directors shall report this data through its cycle reports as prescribed by the Commissioner of Education.
- 5.03 All school districts shall report to the Department of Education on an annual basis the race and gender of each student identified in Section 5.02 above, and other pertinent information needed to properly monitor compliance with the provisions of these rules. The reports may be on forms prescribed by the Department of Education, or the data may be submitted electronically by the district using a format authorized by the Department of Education. The school districts shall report this data through its cycle reports as prescribed by the Commissioner of Education.
 - 5.03.1 The Department of Education may put on probation the superintendent of any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Department of Education so long as thirty (30) calendar days are given between the request for the information and the published deadline.
 - 5.03.2 A copy of the report shall be provided to the Joint Interim Committee on Education.
- 5.04 The receiving school district shall report all students who transfer from another public school under this program. The students attending public schools pursuant to the Opportunity Public School Choice option shall be reported separately from those students reported for purposes of compliance with applicable state law.

6.00 FUNDING CONSIDERATIONS

- 6.01 For the purposes of determining a school district's state funding, the nonresident student shall be counted as a part of the average daily membership of the receiving district.
- 6.02 The maximum Opportunity Public School Choice funds granted for an eligible student shall be calculated based on applicable state law.
- 6.03 The public school that provides services to students with disabilities shall receive funding as determined by applicable federal and state law.

7.00 APPEAL PROCEDURES

- 7.01 A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal a school district's decision to deny admission to a nonresident school due to a lack of capacity to the State Board of Education pursuant to this section.
- 7.02 The student or the student's parent or guardian (hereinafter the appealing party) must present a written appeal to the State Board of Education via certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the appealing party receives notice of rejection from the superintendent of the nonresident district in accordance with Section 4.04 of these rules.
 - 7.02.1 The written appeal should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201
 - 7.02.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the appealing party must also mail a copy of the written appeal to the superintendent of the nonresident school district.
 - 7.02.3 In its written appeal, the appealing party shall state his or her basis for appealing the decision of the nonresident district.
 - 7.02.4 The appealing party must submit, along with its written appeal, a copy of the rejection letter from the nonresident district.
 - 7.02.5 Any request for a hearing before the State Board of Education must be made in the written appeal.
- 7.03 The nonresident district may submit, in writing, any additional information, evidence or arguments supporting its rejection of the student's application by mailing such response via certified mail, return receipt requested to the State

Board of Education no later than ten (10) days after receiving the appealing party's written appeal.

7.03.1 Any response from the nonresident district should be sent to:

Office of the Commissioner
ATTN: Opportunity School Choice Appeal
Four Capitol Mall
Little Rock, Arkansas 72201

7.03.2 Contemporaneously with the filing of the written response with the Office of the Commissioner, the nonresident district must also mail a copy of the written response to the appealing party.

7.03.3 If the appealing party did not request a hearing before the State Board of Education, the nonresident district may request a hearing in its response.

7.04 If a hearing is requested by either party, the State Board of Education shall schedule the hearing for the next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.05 If no hearing is requested by either party, the State Board of Education shall consider the appeal during its next regularly scheduled State Board of Education meeting in accordance with its procedures for the submission of agenda items.

7.06 State Board of Education Hearing Procedures

7.06.1 A staff member of the Department of Education shall introduce the agenda item.

7.06.2 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board of Education.

7.06.3 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

7.06.4 Each party will be given twenty (20) minutes to present their cases, beginning with the nonresident district. The Chairperson of the State Board of Education may, for good cause shown and upon request of either party, allow either party additional time to present their cases.

7.06.5 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board of Education as a witness during the hearing. The

State Board of Education may accept testimony by affidavit, declaration, or deposition.

- 7.06.6 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 7.06.7 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1, 2, 3).
- 7.06.8 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A, B, C).
- 7.06.9 The nonresident district shall have the burden of proof in proving the basis for the denial of the transfer.
- 7.06.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 7.06.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education, the appealing party, and the nonresident district within fourteen (14) calendar days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT SCHOOL
OR SCHOOL DISTRICT UNDER THE ARKANSAS OPPORTUNITY
PUBLIC SCHOOL CHOICE ACT***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐

Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐

Is applicant currently under expulsion? Yes ☐ No ☐

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐

Asian ☐

African-American ☐

Hispanic ☐

Native American/
Native Alaskan ☐

Native Hawaiian/
Pacific Islander ☐

White ☐

RESIDENT SCHOOL AND SCHOOL DISTRICT OF APPLICANT

District and School Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL/SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District and School Name:

County Name:

Address:

Phone:

ATTACHMENT 1

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p><u>Note 1:</u> The race or ethnicity of a student shall not be used to deny the student to attend a school district of choice under the Arkansas Opportunity School Choice Act. This information is gathered for district reporting purposes only.</p> <p><u>Note 2:</u> Pursuant to Ark. Code Ann. § 6-18-227, reviewers of this application are hereby notified that a transfer under the Arkansas Opportunity School Choice Act shall operate as an irrevocable election for each subsequent entire school year and shall remain in force until the student completes high school or as otherwise provided by law.</p> <p><u>Note 3:</u> A school district shall not deny a student the ability to attend school in the student's school district of choice unless there is a lack of capacity at the school in the student's school district of choice as defined by Arkansas law and Arkansas Department of Education rules.</p> <p><u>Note 4:</u> Pursuant to Ark. Code Ann. § 6-18-227, a student may only transfer from a public school or school district that has been classified as a public school or school district in academic distress.</p>			
DISTRICT USE ONLY			
Date and Time Received by Nonresident District:			
Resident District LEA #:		Nonresident District LEA#:	
Resident School LEA#:		Nonresident School LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			

Mineral Springs Schools
130 W. Browning St. – PO Box 189
Mineral Springs, AR 71851
Phone: 870-287-4748
Fax: 870-287-5301



Mineral Springs Public Schools

Website: <http://mssd2.k12.ar.us>

Curtis Turner Jr., Superintendent
Stacy Gauldin, K-6 Principal
Stephanie Rowe, 7-12 Principal
Frankie Darr, Treasurer
Marla Williams, Bookkeeper

**RECEIVED
COMMISSIONER'S OFFICE**

FEB 29 2016

DEPARTMENT OF EDUCATION

**NOTICE OF APPEAL OF DESIGNATIONS OF THE MINERAL SPRINGS
SCHOOL DISTRICT OR A SCHOOL WITHIN THE DISTRICT AS BEING
EITHER IN FOCUS STATUS OR ACADEMIC DISTRESS STATUS**

The Mineral Springs School District hereby gives notice of appeal of its designations by the Arkansas Department of Education (ADE) of having two schools within its district as being schools with a "FOCUS" school designation and having its high school identified as being in "ACADEMIC DISTRESS." This appeal is within thirty (30) days of the "ACADEMIC DISTRESS" notice dated January 27, 2016 to the Mineral Springs School District. The "FOCUS" designation was never in writing. It is being appealed because it was imposed by ADE contrary to law, arguably without a time limit for appeal. The Mineral Springs School District sets forth the following reasons for its Notice of Appeal. The district reserves the right to amend this notice within time constraints of the ADE rules.

Facts

On or about August 27, 2015, the ADE Deputy Commissioner Mark Gotcher verbally advised Mineral Springs Superintendent Curtis Turner that the two Mineral Springs schools were being placed on "FOCUS" status by the ADE. Gotcher's verbal notice did not conform to the requirements of ACTAAP Rules 13.10.1 and 13.10.2, i.e., notice by certified mail, return receipt requested to

Superintendent Turner or the Mineral Springs Board President Mike Ervin. Superintendent Curtis Turner did meet with Commissioner Johnny Key on September 1, 2015 regarding the verbal notice, other school district matters, an investigation by the state police, and to request a hearing before the ADE Board if Commissioner Key kept the district's "FOCUS" status in place. Commissioner Key explicitly rejected Superintendent Turner's request for an appeal of his decision. Exhibit 1. The Board's attention is directed to the last sentence of the exhibit: "We now consider this matter closed."

The rule relied upon for FOCUS designation provides as follows:

ACTAAP 13.10.1:

Prior to the first possible day of school, as defined by Ark. Code Ann. Section 6-10-106, the Arkansas Department of Education shall notify the school board president and superintendent of each each public school of the following in writing, via certified mail, return receipt requested.¹

Second, on January 27, 2016, the ADE Commissioner's office mailed to

¹. The ADE also did not comply with Rule 10.04.2 as set forth below:

ACTAAP Rule 10.04.2:

Within thirty calendar days (30) after the release of the state assessment results by the Department or upon making a determination that a school district has a Needs Improvement –Priority school within the school district that has not made the progress required under the school's Priority Improvement Plan (PIP), the Department shall identify all public schools and public school districts in Academic Distress and shall notify in writing each school district superintendent and board president of the public school and public school districts via certified mail, return receipt requested.

Superintendent Curtis Turner and Mineral Springs Board President William Dixon a letter informing them that the Mineral Springs High School was being placed in "ACADEMIC DISTRESS." The reason which ADE gave for placing the high school on academic distress was that:

"49.5% or less of its students achieved proficient or advanced in math and literacy on the state mandated criterion referenced assessments administered for the most recent three (3) year period".

Third, Rule 10.04.2 provides a different timeline for designating schools in ACADEMIC DISTRESS. This rule requires notifying the district's superintendent and board president by certified mail, return receipt requested within thirty (30) calendar days after the release of the state assessment results. Rule 10.04.2 requires that the ADE notify a school district identified for ACADEMIC DISTRESS of the test data on which it relied upon.

Fourth, the ADE did not make available to Mineral Springs "all the data upon which the preliminary classification of ... [its] ... individual public [high] school ...[was] based". To this date, the ADE has not made available all data required by this provision.

ACTAAP 13.10.2 states:

Contemporaneous with the notice required by Section 123.10.1 of these rules, the Arkansas Department of Education shall make available to the school board president and superintendent the data upon which the preliminary classifications of school districts and individual public schools were based.

Fifth, in early January, 2016, prior to sending Mineral Springs the notice of academic distress, Commissioner Key stated to Mineral Springs and to other districts that there would be “no new designations based upon 2014-15 PARCC data.” He further stated that new designations will begin with ACT ASPIRE data up to three (3) years. Commissioner Key repeated these statements to legislators and school superintendents thereafter.

Sixth, in that ADE did not give proper notice to Mineral Springs that it was placed in “FOCUS” status by the Gotcher telephone call, it was inappropriate and violative of ACTAAP Rules for the ADE to classify the Mineral Springs High School as being in “ACADEMIC DISTRESS” in January, 2016. Further, when it identified Mineral Springs High as being in “ACADEMIC DISTRESS” on January 27, 2016, the ADE again erred by failing to provide all data required by law in a timely fashion so that Mineral Springs District could possibly challenge the designation.

Seventh, in July, 2015, ADE Assistant Commissioner Annette Barnes informed school districts and legislators that there would be no new schools placed in academic distress due to the fact that there were not three years of Benchmark data then available including 2015 and that PARCC data for 2015 would not be used to place districts in “ACADEMIC DISTRESS.” Rather, if PARCC data were used, they would be used in order to remove six schools or district schools from “ACADEMIC DISTRESS.” She, and other ADE officials, including School Improvement Coordinator Elbert Harvey and Federal Program Director Bobby Lester, Jr., made that commitment in a meeting in July, 2015. ADE counsel

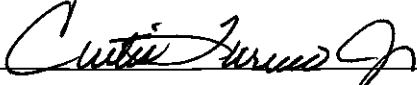
Kendra Clay and school district counsel John W. Walker were present. On information and belief, the meeting was recorded by Assistant Commissioner Barnes. Subsequently, the Commissioner's office has not made a request of the ADE Board for permission to use PARCC results for placement of any new schools or districts into "ACADEMIC DISTRESS."

CONCLUSION

Because the Commissioner's office made the foregoing commitments, did not comply with the department's own rules, and did not provide the District all appropriate data in a sufficient time to possibly correct the data, the Mineral Springs School District was prejudiced. Mineral Springs School District, therefore, respectfully requests that the ADE Board deny designation of the Mineral Springs High School the label "ACADEMIC DISTRESS." Furthermore, because ADE did not properly assign the federal "FOCUS" designation to the Mineral Springs schools, the "FOCUS" designation should also be lifted and otherwise held for naught.

The Mineral Springs School District requests the ADE Board to: a) require the ADE to provide on-site assistance to the students in both Mineral Springs schools; b) to deny the ACADEMIC DISTRESS label to the Mineral Springs High School; c) require ADE to comply with the written rules of the agency; and d) provide required assistance as necessary so that it may better acquit its responsibilities to the students of the district. See ADE Rule 13.08.4.

Respectfully submitted,


Curtis Turner, Superintendent
Mineral Springs School District
Mineral Springs, Arkansas
(870) 287-4748

Date: 2/24/16



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 12, 2015

State Board
of Education

Mr. Curtis Turner, Superintendent
Mineral Springs School District

Toyce Newton
Crossett
Chair

Via Email

RE: Academic Distress Appeal-Mineral Springs High School

Mireya Reith
Fayetteville
Vice Chair

Dear Mr. Turner:

Dr. Jay Barth
Little Rock

In accordance with Ark. Code Ann. § 25-15-103 and pursuant to a request from the district's attorney, Mr. John Walker, the appeal hearing regarding the academic distress classification of Mineral Springs High School scheduled for April 14, 2016, has been stayed until at least thirty (30) days after *sine die* of the Arkansas General Assembly. Most likely, the appeal will be heard at the August meeting of the State Board of Education. We will notify you of the new date for the hearing when it is scheduled.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

It is worth noting that in your appeal you request on-site technical assistance for both schools in Mineral Springs. Both schools are designated as focus schools pursuant to ADE's ESEA flexibility waiver. Focus schools may receive on-site technical assistance, if requested. Please contact me to arrange for the ADE School Improvement Unit to provide this assistance to your district. Also, when schools are classified as being in academic distress, additional on-site technical assistance is provided. This assistance will be initiated upon the classification of Mineral Springs High School as being in academic distress if the State Board denies the school's appeal.

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

The ADE School Improvement Unit welcomes the opportunity to assist you in your efforts to serve the students of the Mineral Springs School District.

Sincerely,

Annette Barnes
Assistant Commissioner
Annette.M.Barnes@arkansas.gov
(501) 682-5891

Cc: Attorney/Representative John Walker

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

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Arkansas Department of Education

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July 11, 2016

Johnny Key
Commissioner

Curtis Turner, Superintendent
Mineral Springs School District
PO Box 189
Mineral Springs, AR 71851

**State Board
of Education**

Mireya Reith
*Fayetteville
Chair*

Dear Superintendent Turner:

Dr. Jay Barth
*Little Rock
Vice Chair*

On January 27, 2016, pursuant to Ark. Code Ann. § 6-15-428, the Arkansas Department of Education (ADE) mailed you a notification that the Mineral Springs High School had been identified as meeting the definition of Academic Distress; along with your district's right to appeal this determination.

Joe Black
Newport

The appeal filed by your district was originally scheduled to be heard at the April 2016 State Board of Education (SBE) meeting. The appeal was postponed as per a request from your attorney, John Walker, in accordance with Ark. Code Ann. § 25-15-103.

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

This letter is to inform you that the SBE will conduct a hearing concerning this appeal at its scheduled meeting on **Thursday, August 11, 2016, in the Auditorium of the ADE-Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas, at 10:00 a.m.** You will have an opportunity to address the SBE at that time. The SBE hearing will be conducted pursuant to the legal authority and jurisdiction vested in the SBE by Ark. Code Ann. § 6-15-428 et seq. and § 10.04 of the ADE's Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program. An electronic version of the rules can be reviewed at:

Dr. Fitz Hill
Little Rock


Ouida Newton
Poyen

R. Brett Williamson
El Dorado

http://www.arkansased.gov/public/userfiles/rules/Current/2016/ACTAAP_060116.pdf

Diane Zook
Melbourne

You and any other representatives of the Mineral Springs School District who can address questions from the SBE concerning this matter should plan to be in attendance during the meeting. Thank you for your attention to this matter. If you have any questions, or require additional information, please contact Mr. Louis Ferren at 501-682-4208.

Sincerely,

M. Annette Barnes, Assistant Commissioner
Division of Public School Accountability
Arkansas Department of Education

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

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Cc: Johnny Key, Commissioner of Education
Lori Freno, General Counsel
State Board Office



ARKANSAS
DEPARTMENT
OF EDUCATION

ESEA Flexibility Reports and Data Corrections

Memo Information

Memo Number: COM-16-034

Memo Date: 11/12/2015

Memo Type: Informational

Section: Public School Accountability

Regulatory Authority:

Response Required: NO

Attention: Federal Programs; Superintendents; Principals; Test Coordinator

Contact Information

Name: Fred Hodge

Phone Number: 501-682-7339

Email: ade.schmail@arkansas.gov

Memo Text

The purpose of this memorandum is to provide information regarding the Elementary and Secondary Education Act (ESEA) school and district status calculations using test scores from school year 2014-15.

Please be aware that some of the data used to calculate accountability statuses will be different from last year, as the Arkansas Department of Education (ADE) transitioned to the PARCC Assessment from the Augmented Benchmark Assessment. The PARCC Assessment was made up of a Performance Based Assessment (PBA) component and an End of Year (EOY) Assessment. The Performance Based Assessment (PBA) component was given before the End of Year (EOY) Assessment. The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools. The EOY consisted of innovative, short-answer items including ELA/Literacy reading comprehension and Math short items that address both concepts and skills. A small percentage of enrolled students took the PBA only or the EOY only. PBA only and EOY only are not included in performance calculations. Both the number of enrolled students with completed PBA only and the number of enrolled students with completed EOY only are reported for each school in their ESEA school reports.

This year the reports will reflect new annual measureable objectives (AMO's). The new AMO's were set for each student subgroup using the 20th percentile of the state distribution of PARCC Level 4 and 5 proficiency data. (Please see the attached clarification sent by Commissioner Key.)

No growth data will be reported. ESEA flexibility reports will use Graduation rates from the 2013-14 school year in order to include students who graduated by August 15. The corrections for 2013-14 graduation rates have been completed based on evidence presented by the districts and entries made in the graduation rate review and correction system.

The preliminary ESEA flexibility reports should be available to school personnel using TRIAND passwords on November 12 and will be found at the following link: <https://adedata.arkansas.gov/arc/> (<https://adedata.arkansas.gov/arc/>). All data corrections must be made electronically using the ESEA Assessment Correction Engine (ACE) interface. The ACE interface will be available to all districts from November 12 through November 30 at the following link: <https://adedata.arkansas.gov/ace> (<https://adedata.arkansas.gov/ace>). Districts are strongly encouraged to review all data and make corrections to ESEA data as early as possible. Some of the 2015 components that could possibly be changed include the following: percent tested, alternate portfolios excluded as proficient, including former English learners and former students with disabilities into the subgroups for calculations, and student mobility.

Only data for the 2014-15 school year can be changed.

A TRIAND username and password must be used to access the data in ACE. To change school data, users must have a Building Level TRIAND username and password. To change district data, users must have District Level TRIAND username and password. All final data corrections to the ADE, which include changes made by Building Administrators and or District level Administrators, must be submitted by the District Superintendent, using his or her unique signature of approval by logging on to the ACE with a Superintendent TRIAND username and password. For questions about TRIAND logon and levels of access, please call your TRIAND Administrator or Sarah Cox at (501) 683-5660.

All data corrections must be supported by ***evidence in the form of documentation*** that is uploaded through the ESEA ACE interface.

A user guide for ESEA ACE is attached to this memo.

Questions concerning ESEA data corrections may be emailed to ade.schmail@arkansas.gov (<mailto:ade.schmail@arkansas.gov>). Calls may be made to the Public School Accountability Office of School Performance at (501) 682-7339.

The newly approved Arkansas flexibility plan is available using the following link:

http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf
(http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf)

Schools should use the preliminary 2014-15 ESEA Accountability Status to develop ACSIP plans.

Approved ESEA data corrections will be used in final ESEA calculations, the School Performance Report Card, A-F School Ratings, Grade Inflation, Rewards/Recognition and Academic Distress. Please use this time to make sure your data is as accurate as possible.

All corrections, including all required documentation, must be entered no later than November 30, 2015 at 4:30 p.m.

Attachments

- COM-16-034--PARCC_Levels.docx (/Attachments/COM-16-034--PARCC_Levels.docx)
- COM-16-034--Assessment_Correction_Engine_-_2015.pdf (/Attachments/COM-16-034--Assessment_Correction_Engine_-_2015.pdf)



ARKANSAS
DEPARTMENT
OF EDUCATION

ESEA Data Correction - Window 2

Memo Information

Memo Number: COM-16-039

Memo Date: 12/1/2015

Memo Type: Informational

Section: Public School Accountability

Regulatory Authority:

Response Required: NO

Attention: Federal Programs; Superintendents; Principals; Test Coordinator

Contact Information

Name: Louis Ferren

Phone Number: 501-682-4208

Email: Louis.Ferren@arkansas.gov

Memo Text

ESEA Data Correction - Window 2

Despite multiple attempts to secure additional time for district personnel to make corrections to assessment data, the ADE did not receive any flexibility regarding its submission of consolidated state performance data. In order to complete this process, the corrections engine was locked at the previously scheduled time of 4:30 p.m. November 30, 2015 and will remain locked through the current corrections process.

In the interest of all concerned and to facilitate improved data quality, a second corrections window has been established. Approved ESEA data corrections will be used in the School Performance Report Card, A-F School Ratings, Grade Inflation, Rewards/Recognition and Academic Distress. Please use this time to make sure your data is as accurate as possible.

School personnel will use TRIAND passwords to make data corrections using the Assessment Correction Engine (ACE) interface. ACE will reopen on December 7 with a final closure on December 18. The ACE interface will be available at the following link:
<https://adedata.arkansas.gov/ace> (<https://adedata.arkansas.gov/ace>).

Districts are strongly encouraged to review all data and make corrections to ESEA data as early as possible. Some of the 2015 components that could possibly be changed include the following: percent tested, alternate portfolios excluded as proficient, including former English learners and former students with disabilities into the subgroups for calculations, and student mobility. Only data for the 2014-15 school year can be changed.

A TRIAND username and password must be used to access the data in ACE. To change school data, users must have a Building Level TRIAND username and password. To change district data, users must have District Level TRIAND username and password. All final data corrections to the ADE, which include changes made by Building Administrators and or District level Administrators, must be submitted by the District Superintendent, using his or her unique signature of approval by logging on to the ACE with a Superintendent TRIAND username and password. For questions about TRIAND logon and levels of access, please call your TRIAND Administrator or Sarah Cox at (501) 683-5660.

All data corrections must be supported by *evidence in the form of documentation* that is uploaded through the ACE interface.

A user guide for ACE is attached to this memo.

Questions concerning ESEA data corrections may be emailed to ade.schmail@arkansas.gov (mailto:ade.schmail@arkansas.gov). Calls may be made to the Public School Accountability Office of School Performance at (501) 682-7339.

The newly approved Arkansas flexibility plan is available using the following link:

http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf
(http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf)

All corrections, including all required documentation, must be entered no later than December 18, 2015 at 4:30 p.m.

Attachments

- Correction_Engine_-_2015.pdf (/Attachments/COM-16-039--Assessment_Correction_Engine_-_2015.pdf)



ARKANSAS
DEPARTMENT
OF EDUCATION

School reports containing the Elementary and Secondary Education Act (ESEA) accountability status have been posted

Memo Information

Memo Number: COM-16-049

Memo Date: 1/26/2016

Memo Type: Informational

Section: Public School Accountability

Regulatory Authority:

Response Required: NO

Attention: Superintendents; Principals

Contact Information

Name: Louis Ferren

Phone Number: 501-682-4208

Email: Louis.Ferren@arkansas.gov

Memo Text

School reports containing the Elementary and Secondary Education Act (ESEA) accountability status have been posted on the website <https://adedata.arkansas.gov/arc> (<https://adedata.arkansas.gov/arc>). The reports contain information from the 2014-15 school year assessments. The reports were produced in compliance with the Arkansas ESEA Flexibility Request that was approved by the United States Department of Education (USDE) on July 27, 2015. USDE approved pausing ESEA school and district status designations (Achieving or Needs Improvement) so that the designations from November of 2014 would be used in school year 2015-16. **School and district status spreadsheets are attached. ESEA school status designation counts are also attached.**

President Obama signed the Every Student Succeeds Act (ESSA) into law on December 10, 2015.

ESSA replaces the No Child Left Behind (NCLB) Act of 2001. ESSA instructs states to continue implementing interventions for Priority and Focus schools as they were identified when the ESSA was enacted. The Priority and Focus lists from December 10 are attached.

The Flexibility Request can be viewed on the website:

http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf
(http://www.arkansased.gov/public/userfiles/Flexibility/AR_Approved_ESEA_Flexibility_Request.pdf)

Attachments

- COM-16-049--ESEA_School_Status_Counts_2015.docx (/Attachments/COM-16-049--ESEA_School_Status_Counts_2015.docx)
- COM-16-049--ESEA_2015_School_Status_List20160125.xlsx (/Attachments/COM-16-049--ESEA_2015_School_Status_List20160125.xlsx)
- COM-16-049--ESEA_2015_District_Status_List20160125.xlsx (/Attachments/COM-16-049--ESEA_2015_District_Status_List20160125.xlsx)
- COM-16-049--Focus_December_10_2015.xlsx (/Attachments/COM-16-049--Focus_December_10_2015.xlsx)
- COM-16-049--Priority_December_10_2015.xlsx (/Attachments/COM-16-049--Priority_December_10_2015.xlsx)



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

January 27, 2016

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R. Brett Williamson
El Dorado

Diane Zook
Melbourne

CURTIS TURNER, Superintendent
MINERAL SPRINGS SCHOOL DISTRICT
PO BOX 189
MINERAL SPRINGS, AR 71851

Re: **Academic Distress Notification
(VIA CERTIFIED MAIL)**

Dear Superintendent Turner:

Pursuant to Ark. Code Ann. § 6-15-428, please accept the letter as notice that the Arkansas Department of Education has identified the following school(s) in the **MINERAL SPRINGS SCHOOL DISTRICT** as being in academic distress. The school(s) meets the definition of "academic distress" as set forth in Section 3.02.2 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program.

School LEA #	School Name	Percent Proficient or Advanced
3104006	MINERAL SPRINGS HIGH SCHOOL	48.130%

According to Section 3.02.2.1 of the ACTAAP Rules, a school may be identified as being in academic distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period.

Your school district may appeal this determination to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of this notification. You may send any appeal to Johnny Key, Commissioner, Arkansas Department of Education, Four Capital Mall, Little Rock, AR 72201-1019. Any appeal should contain written justification as to why a school should not be classified as being in academic distress.

If your school district does appeal this identification, the State Board shall hear the appeal within sixty (60) days of receipt of the written appeal in the commissioner's office. In the event of an appeal, you will be provided separate notice of the time and date of the State Board hearing during which the matter will be considered.

Four Capital Mall
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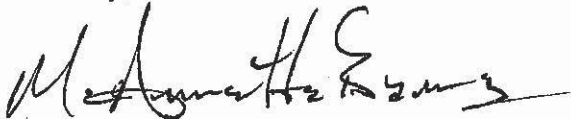
Concordant cut scores were used to determine the percentages of students meeting grade level standards for 2015 for identification of academic distress. A link to the technical document containing the methodology for concordant calculations can be found at the following webpage under Related Files:
<http://www.arkansased.gov/divisions/public-school-accountability/school-performance>.

Information on academic distress in the ACTAAP Rules can be found at the following link:
<http://www.arkansased.gov/public/userfiles/rules/Current/ACTAAP-FINAL - September 2014.pdf>

Please note the specific authority the State Board has with regard to a school or school district in academic distress. (Ark. Code Ann. § 6-15-430; Section 11.0 of the ACTAAP Rules).

Thank you for your attention to this matter. Please contact the Division of Public School Accountability at 501-682-5891 should you have any questions or require additional information.

Sincerely,



M. Annette Barnes, Assistant Commissioner
Division of Public School Accountability

cc: Johnny Key, Commissioner
Kendra Clay, Legal Counsel
Arkansas Department of Education
Toyce Newton, Chairman,
State Board of Education
Mireya Reith, Vice Chairman
Joe Black, Member
Vicki Saviers, Member
Jay Barth, Member
Diane Zook, Member
Susan Chambers, Member
Charisse Dean, Member
R. Brett Williamson, Member



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January 29, 2016 , 7:31 am	Out for Delivery	MINERAL SPRINGS, AR 71851
January 29, 2016 , 7:21 am	Sorting Complete	MINERAL SPRINGS, AR 71851
January 29, 2016 , 7:04 am	Arrived at Unit	MINERAL SPRINGS, AR 71851
January 28, 2016 , 10:54 pm	Departed USPS Facility	SHREVEPORT, LA 71102
January 28, 2016 , 10:28 am	Arrived at USPS Destination Facility	SHREVEPORT, LA 71102
January 27, 2016 , 5:44 pm	Arrived at USPS Facility	LITTLE ROCK, AR 72231
January 27, 2016 , 4:29 pm	Accepted at USPS Origin Facility	LITTLE ROCK, AR 72201

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Date: August 2, 2016

Kevin Ward:

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Mineral Springs Public Schools

Website: <http://mssd2.k12.ar.us>

Mineral Springs Schools
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Curtis Turner Jr., - Superintendent
Stacy Gauldin-K-6 Principal
Stephanie Rowe, 7-12 Principal
Wendy Reed, Federal Programs
Frankie Darr, District Treasurer
Marla Williams, Bookkeeper

**SUPPLEMENT TO NOTICE OF APPEAL OF DESIGNATIONS OF THE MINERAL SPRINGS
SCHOOL DISTRICT OR A SCHOOL WITHIN THE DISTRICT AS BEING EITHER IN FOCUS
STATUS OR ACADEMIC DISTRESS STATUS**

The Mineral Springs School District (MSSD) hereby supplements the notice of appeal of Mineral Springs High School's (MSHS) identification as being in "ACADEMIC DISTRESS." The Mineral Springs School District sets forth the following additional reasons for its Appeal.

Argument

A. Untimely Identification and Notice of Identification of MSHS as Being in Academic Distress

ADE's identification of MSHS as being in academic distress and notification to MSSD of MSHS's academic distress identification was untimely. The ADE Rules Governing ACTAAP and the Academic Distress Program (Academic Distress Rules) require ADE to identify public schools as being academic distress and notify public school districts of the academic distress identification of any of its schools no later than thirty (30) days after the release of the state assessment results.¹ Rule 10.04.2. The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment results for the 2014-2015 school

¹ In the alternative the identification can be made within thirty (30) of the determination that a school district has a Needs Improvement-Priority school that has not made the requisite progress under the school's Priority Improvement Plan. ADE has not alleged that MSHS meets this definition of academic distress.

Mission Statement

The staff of the Mineral Springs High School, working with parents and community members, will provide an environment conducive to learning where honesty, integrity, and achievement are sources of pride for all students.

year were released for high schools on October 8, 2015. Therefore, ADE had until November 7, 2015 to: 1) identify MSHS as being in academic distress; and 2) notify MSSD of MSHS's academic distress identification. However, ADE did not identify MSHS as being in academic distress until January 27, 2016, one hundred twelve (112) days after the PARCC assessments were released.

It follows that MSHS's academic distress identification and the notice of said identification to MSSD were improper as they were both untimely under the Academic Distress Rules.

B. Unlawful Use of PARCC Assessment Results in Identification of Academic Distress

ADE improperly used a combination of criterion-referenced and norm-referenced assessment results when ADE identified MSHS as being in academic distress. "No agency rule...shall be valid or effective against any...party, nor may it be invoked by the agency for any purpose, until it has been filed and made available for public inspection..." See Ark. Code Ann. §§ 25-15-203(b), 204. By law, all adopted rules of any agency shall be published by the Secretary of State on its website in a document entitled "The Arkansas Register." Ark. Code Ann. § 25-15-205.

The ADE Academic Distress rules provide that a school may be placed in academic distress if "49.5% or less of its students achieve proficient or advanced...on the state-mandated *criterion referenced* assessments administered in that district for the most recent three year period." Rule 3.02.2.1 (emphasis added). ADE, unsuccessfully, attempted to invoke this rule in identifying MSHS as being in academic distress; utilizing assessment

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results from 2012-2013, 2013-2014, and the 2014-2015 school years. ADE switched from the criterion-referenced Benchmark exam to the norm-referenced PARCC exam as the state-mandated assessment exam in the 2014-2015 school year.

Nothing in the ADE Academic Distress Rules gives ADE authority to use a combination of criterion-referenced *and* norm-referenced assessments to identify or classify a school as being in academic distress. Rule 3.02.3 says "ADE shall re-establish the thresholds listed in Sections 3.02.1...when the...(PARCC) assessments become fully operational." ADE Academic Distress Rules. However, it does not clearly state whether ADE would be able to identify or classify schools in academic distress: 1) based on three (3) years of *either* criterion-referenced *or* norm-referenced assessment results; 2) based on three (3) years of *both* criterion-referenced *and* norm-referenced assessment results; or 3) based on a new administrative rule to be implemented after PARCC was adopted wholesale. In any event, the use of the PARCC assessment data to place a school in academic distress is a new unlawful administrative rule that was not sufficiently noticed, was not made available for public inspection and is not in the Arkansas Register.

Further, the Arkansas General Assembly did not delegate authority to make rules governing academic distress to ADE; instead the General Assembly delegated this authority to the State Board of Education. Ark. Code Ann. § 6-15-426(a). The State Board of Education does not have the authority to delegate this rulemaking power to ADE, which is possibly what it tried to do in the instant case.

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Absent a new rule that is properly noticed, the ADE Academic Distress Rules as presently constituted stand. The current rule requires three years of deficient criterion-referenced assessment results for a school to meet the definition of academic distress. ADE attempted to allege two years of deficient criterion-referenced assessment results, 2012-2013 and 2013-2014, and one year of deficient norm-referenced assessment results, 2014-2015. This does not meet the definition of academic distress under ADE Academic Distress Rule 3.02.1.1. ADE has not attempted to allege that MSHS meets any other definition of academic distress. ADE's identification and attempted classification of MSHS as being in academic distress is therefore improper and unlawful.

CONCLUSION

WHEREFORE, MSSD demands the State Board of Education to vacate ADE's identification of MSHS as being in academic distress and refrain from classifying MSHS as being in academic distress for the 2015-2016 and 2016-2017 school years.

Respectfully submitted,

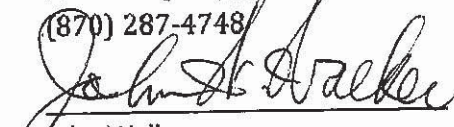


Curtis Turner, Superintendent

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Mineral Springs, Arkansas

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Mission Statement

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SECOND SUPPLEMENT TO NOTICE OF APPEAL OF DESIGNATIONS OF THE MINERAL SPRINGS SCHOOL DISTRICT OR A SCHOOL WITHIN THE DISTRICT AS BEING EITHER IN FOCUS STATUS OR ACADEMIC DISTRESS STATUS

The Mineral Springs School District (MSSD) hereby supplements the notice of appeal of Mineral Springs High School's (MSHS) identification as being in "ACADEMIC DISTRESS." The Mineral Springs School District sets forth the following additional reasons for its Appeal.

Argument

State Defendants' Use of PARCC Results in Identifying MSSD as Being in Academic Distress Without Properly Promulgated Performance Levels and Pass/Proficiency Rates Violates Arkansas Law.

"No agency rule...shall be valid or effective against any...party, nor may it be invoked by the agency for any purpose, until it has been filed and made available for public inspection..." See Ark. Code Ann. §§ 25-15-203(b), 204. By law, all adopted rules of any agency shall be published by the Secretary of State on its website in a document entitled "The Arkansas Register." Ark. Code Ann. § 25-15-205.

The Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program (Academic Distress Rules) require the State Board of Education (SBE) to establish: 1) "four (4) performance levels for each criterion referenced assessment"; and 2) "a pass/proficiency rate for each end-of-course assessment." Rule 6.01.

The Academic Distress Rules do not contain: 1) any description of the performance levels of the PARCC exam; and 2) the pass/proficiency rate for the Partnership for Assessment of Readiness for College and Careers (PARCC) exam. Instead, the Academic Distress Rules only contain a description of the Benchmark exam performance levels and

pass/proficiency rate. Further, the SBE established five (5) performance levels for the PARCC exam, instead of the four (4) required by the Academic Distress Rules.

Absent new rules that are properly noticed pursuant to the Arkansas Administrative Procedures Act, the Academic Distress Rules as presently constituted still control the Academic Distress Program. The current rules require four (4) performance levels and pass/proficiency rates as measured by performance on the Benchmark exam. The Arkansas Department of Education (ADE) has not alleged that 49.5% of MSHS students have failed to achieve proficient or advanced on a test with four (4) performance levels or the Benchmark exam for three (3) years. ADE's identification and attempted classification of MSHS as being in academic distress is therefore improper and unlawful.

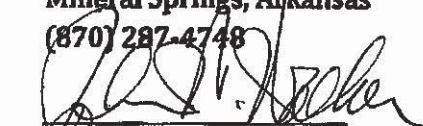
CONCLUSION

WHEREFORE, MSSD demands the State Board of Education to vacate ADE's identification of MSHS as being in academic distress and refrain from classifying MSHS as being in academic distress.

Respectfully submitted,



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Schools Identified as Meeting Definition of Academic Distress

District	LEA Number	School Name	Percent Proficient & Advanced
Blytheville	4702012	Blytheville Middle School	44.899%
Blytheville	4702706	Blytheville High School – A New Tech School	44.089%
CovenantKeepers Charter School	6044702	Covenant Keepers Charter	44.147%
Dermott	0901003	Dermott High School	49.445%
Dollarway	3502010	Dollarway High School	39.530%
Dollarway	3502009	Robert F. Morehead Middle School	46.206%
Forrest City	6201011	Forrest City High School	39.516%
Forrest City	6201010	Forrest City Jr. High School	48.697%
Forrest City	6201702	Lincoln Academy of Excellence	46.771%
Helena/W. Helena	5403019	Central High School	48.517%
Hope	2903012	Hope High School	47.362%
Little Rock Preparatory	6049701	Little Rock Prep Academy Elementary	47.992%
LRSD	6001702	Cloverdale Aerospace Tech Charter	42.905%
LRSD	6001002	Hall High School	41.006%
LRSD	6001013	Henderson Middle School	46.459%
LRSD	6001063	J.A. Fair High	48.335%
LRSD	6001064	McClellan Magnet High	46.989%
Marvell-Elaine	5404032	Marvell-Elaine High School	45.932%
Mineral Springs	3104006	Mineral Springs High School	48.130%
Pine Bluff	3505025	Belair Middle School	46.129%
Pine Bluff	3505042	Pine Bluff High School	43.268%
PCSSD	6003119	Jacksonville Middle School	46.487%
PCSSD	6003125	Wilbur D. Mills High School	46.188%
SIATech Little Rock Charter	6052703	SIATech High Charter	8.219%
Stong-Huttig	7009049	Strong High School	46.050%
Watson Chapel	3509067	Watson Chapel High School	47.310%

Arkansas Department of Education Rules Governing the
Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)
and the Academic Distress Program
August 2014

1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program.
- 1.02 The State Board of Education promulgated these Rules pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, and 25-15-204 and Acts 600, 1073, 1081 and 1429 of 2013.
- 1.03 These Rules reflect the decision of the United States Department of Education (US Ed) to grant flexibility to the Arkansas Department of Education (ADE) from certain provisions of the Elementary and Secondary Education Act (ESEA). As indicated throughout these Rules, certain provisions of these Rules shall only apply during time periods designated by the US Ed for which the ADE receives flexibility from certain provisions of ESEA.
- 1.04 These Rules include the applicable requirements formerly contained within the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.

2.0 Purposes of Rules

- 2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.
- 2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:
 - 2.02.1 Set clear academic standards that are periodically reviewed and revised;
 - 2.02.2 Establish professional development standards for all administrators, teachers and instructional support personnel;
 - 2.02.3 Establish expected achievement levels;
 - 2.02.4 Report on student achievement and other indicators;
 - 2.02.5 Provide evaluation data;

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2.02.6 Recognize academic success and failure;

2.02.7 Apply awards and sanctions; and

2.02.8 Comply with current federal and state law and State Board rules and regulations.

2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level and subject area academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.

2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.

2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level or subject area academic proficiency.

2.06 To outline testing and assessment security and confidentiality requirements.

2.07 To establish a program to identify, evaluate, assist and advise public schools and public school districts in academic distress.

3.0 Definitions – For the purpose of these Rules, the following terms mean:

3.01 "Academic Content Standards" – standards that are approved by the State Board of Education and that set the skills to be taught and mastery level for each grade and content area.

3.02 "Academic Distress:"

3.02.1 A classification assigned to any public school district:

3.02.1.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or

3.02.1.2 Has a Needs Improvement (Priority) school within the school district that has not made the progress required under the school's Priority Improvement Plan (PIP).

3.02.2 A classification assigned to any public school:

- 3.02.2.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or
- 3.02.2.2 Is a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP).

3.02.3 The ADE shall re-establish the thresholds listed in Sections 3.02.1 and 3.02.2 of these Rules when the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become fully operational.

- 3.03 "Academic Improvement Plan (AIP)" – a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state-mandated Arkansas Comprehensive Assessment Program. Academic improvement plans shall be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. All academic improvement plans shall be reviewed annually and revised to ensure an opportunity for student demonstration of proficiency in the targeted academic areas on the next state-mandated Arkansas Comprehensive Assessment Program. A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan. All academic improvement plans shall be subject to review by the Department of Education.

NOTE: For the purposes of these Rules, "Academic Improvement Plan (AIP)" and "Individualized Academic Improvement Plan (IAIP)" may be used interchangeably.

- 3.04 "ACT" – the ACT assessment for college placement administered by ACT, Inc.
- 3.045 "Adequate Yearly Progress" – the level of academic performance required of public schools or school districts on the state-mandated augmented criterion-referenced, or norm-referenced assessments and other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001.
- 3.06 "Advanced Placement Test" – the test administered by the College Board for a high school preparatory course that incorporates the topics specified by the College Board on its standard syllabus for a given subject area and is approved by the College Board.

- 3.07 "Approved Early Reading Assessments" – Those assessments that identify students' strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.
- 3.08 "Approved Intensive Reading Program" – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.
- 3.09 "Annexation" – The joining of an affected school district or part of the school district with a receiving district under Ark. Code Ann. § 6-153-1401 et seq. or § 6-13-1601 et seq.
- 3.10 "Arkansas Comprehensive Assessment Program" –The testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of: (1) developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade twelve (K-12) as determined by the State Board; (2) Any other assessments as required by the State Board; 3)other assessments that are based on researched best practices as determined by qualified experts that would be in compliance with federal and state law; and (4) end-of-course examinations for designated grades and content areas, and the high school literacy assessment.
- 3.11 "Arkansas Comprehensive Testing, Assessment and Accountability Program" – a system of measurement and reporting designed to ensure that all students in the public schools of this state demonstrate academic achievement through the application of knowledge and skills in core academic subjects consistent with state curriculum frameworks and performance standards. During the time periods designated by the US Ed for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules, the measurement system will ensure that all students in the public schools of Arkansas demonstrate performance and growth toward College and Career Readiness.
- 3.12 "Arkansas Comprehensive School Improvement Plan (ACSIP)" – the individual school's comprehensive plan developed by a local school team and based on priorities indicated by assessment and other pertinent data and designed to provide an opportunity for all students to demonstrate proficiency on all portions of the state-mandated Arkansas Comprehensive Assessment Program. This plan shall be reviewed annually by the district and monitored by the Arkansas Department of Education in accordance with Ark. Code Ann. § 6-15-426.
- 3.13 "Assessment" means an examination instrument designed to measure certain levels of knowledge; as measured by established requisite scale scores, for those academic courses that are the subject of end-of-course testing as required by these Rules.

- 3.14 "Augmented Test" – An assessment required by state statute, rule or regulation which combines both criterion-referenced and norm-referenced instruments.
- 3.15 "Awards" – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.
- 3.16 "Benchmarks/Grade-Level Benchmarks" – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.
- 3.17 "Board" or "State Board"– The Arkansas State Board of Education.
- 3.18 "College and career readiness" means the acquisition of the knowledge and skills a student needs to be successful in future endeavors, including:
 - 3.18.1 Successfully completing credit-bearing, first-year courses at a postsecondary institution; and
 - 3.18.2 Embarking on a chosen career.
- 3.19 "College and career readiness assessment" means a set of criterion-referenced assessments of a student's acquisition of the knowledge and skills the student needs to be successful in future endeavors, including credit-bearing, first-year courses at a postsecondary institution, such as two-year or four-year college, trade school, or technical school, or to embark on a career.
- 3.20 "Consolidation" – The joining of two (2) or more school districts or parts of the school districts to create a new single school district under Ark. Code Ann. § 6-153-1401 et seq. or § 6-13-1601 et seq.
- 3.21 "Criterion-Referenced Test (CRT)" – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State's Academic Content Standards.
- 3.22 "Department" or "ADE" – The Arkansas Department of Education.
- 3.23 "District Improvement Plan" – a district-wide plan coordinating the actions of the various comprehensive school improvement plans within a school district. The main focus of the district improvement plan shall be to ensure that all students demonstrate proficiency on all portions of state-mandated Arkansas Comprehensive Assessment Program.

- 3.24 "Early Intervention" – short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K -1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits that become difficult to change. The goal is to maintain a student's ability to function proficiently at grade level.
- 3.25 "Elementary School" – public school(s) having some combination of grades kindergarten through four (K – 4).
- 3.26 "Essential Elements – Early Reading" Comprehension – Ability to understand and communicate; Decoding and Word Recognition (Phonics) – Ability to match the letters of written language and the individual sounds of spoken language in order to read and write words; Fluency – Ability to read text accurately, and with expression, volume, phrasing, smoothness and appropriate pace; Phonemic Awareness – Ability to hear and manipulate the sounds of spoken language; Vocabulary – Ability to understand words and their meanings in order to communicate and comprehend effectively.
- 3.27 "Grade Level" – appropriate grade classification indicated by the performance of a student (or group of students) at the proficient or advanced level on state-mandated Arkansas Comprehensive Assessment Program tests.
- 3.28 "End-of-Course Assessment" – a criterion-referenced assessment taken during a course of study set by the State Board of Education:
- (a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment; and
 - (b) for which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.
- 3.29 "High School" –grades nine through twelve (9-12).
- 3.30 "High School Literacy Assessment" – an end-of-level literacy assessment given to all students in grade eleven (11).
- 3.31 "Individualized Academic Improvement Plan (IAIP)" – a written plan detailing supplemental or intervention and remedial instruction, or both, in deficient areas for any student who has not met the requisite scale score on an end-of-course assessment.

NOTE: For the purposes of these Rules, "Academic Improvement Plan (AIP)" and "Individualized Academic Improvement Plan (IAIP)" may be used interchangeably.

- 3.32 "Individualized Education Program (IEP)" – a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. 300.320 through 300.324.
- 3.33 "Intensive Reading Improvement Plan (IRI)" – An intervention program for any K-2 student identified with substantial reading difficulties.
- 3.34 "International Baccalaureate Assessment" – an assessment administered by the International Baccalaureate Organization for a course offered under the International Baccalaureate Diploma Program.
- 3.35 "Longitudinal Tracking" – tracking individual student yearly academic achievement gains based on scheduled and annual assessments.
- 3.36 "Middle School" or "Middle Level" – grades five through eight (5 – 8).
- 3.37 "No Child Left Behind Act" – the No Child Left Behind Act of 2001 as signed into federal law on January 8, 2002.
- 3.38 "Norm-Referenced Test (NRT)" – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument, which may include the assessments developed under the Partnership for Assessment of Readiness for College and Careers (PARCC).
- 3.39 "Parent" – a parent, parents, legal guardian, a person standing in loco parentis, or legal representative, as appropriate, of a student, or the student if the student is eighteen (18) years of age or older.
- 3.40 "Participation in Remediation" – The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.
- 3.41 "Pass Rate" – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency.
- 3.42 "Point-in-Time Intervention and Remediation" – intervention and remediation applied during the academic year upon the discovery that a student is not performing at grade level.
- 3.43 "Public School District/Public School" – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program specifically excluding those schools or educational programs created by or receiving authority to exist

under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.

- 3.44 "Reconstitution" – a reorganization intervention in the administrative unit or governing body of a public school district, including without limitation the suspension, reassignment, replacement, or removal of a current superintendent or the suspension, removal, or replacement of some or all of the current school board members, or both.
- 3.45 "Remediation" – a process of using diagnostic instruments to provide corrective, specialized supplemental instruction to help a student in grades two through four (2-4) overcome academic deficiencies. For students in grades five through twelve (5-12), remediation shall be a detailed, sequential set of instructional strategies, implemented to remedy any academic deficiencies indicated by below-basic or basic performance on the state-mandated augmented, criterion-referenced, or norm-referenced assessments. Remediation shall not interfere with or inhibit student mastery of current grade level academic learning expectations.
- 3.46 "Safe Harbor" – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students. Safe harbor shall not apply during the time periods designated by the US Ed for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules.
- 3.47 "Sanction" – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.
- 3.48 "SAT" – the standardized college entrance examination administered by the College Board.
- 3.49 "School Improvement" – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years. During the time periods designated by the US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the classifications and interventions for schools in need of improvement shall be as set forth in Section 13.00 of these Rules.
- 3.50 "Secure Examination or Assessment" – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.

- 3.51 "Starting Point" – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.
- 3.52 "Substantial Reading Deficiency" – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).
- 3.53 Uniform School Readiness Screening" - uniform, objective evaluation procedures that are geared to either kindergarten or first grade, as appropriate, and developed by the State Board and specifically formulated for children entering public school for the first time.

4.0 Academic Content Standards

- 4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area. Instruction in all public schools shall be based on these academic content standards.
- 4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure that Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:
 - 4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;
 - 4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;
 - 4.02.3 Revisions by committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;
 - 4.02.4 Review and input by the Departments of Higher Education and Career Education as well as community members; and
 - 4.02.5 Public dissemination of revised academic content standards at the Board meeting and on the Department web site.
- 4.03 The Board shall provide for external review of academic content standards by nationally recognized content experts in the discipline/area under consideration.

- 4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state's mandated augmented criterion-referenced or norm-referenced assessments, that conform with the requirements of current state and federal law.
- 4.05 Academic standards for every level of the grades kindergarten through twelve (K-12) education system and education financial resources shall be aligned with student performance expectations at each level of the grades kindergarten through twelve (K-12) education system.
- 4.06 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010. The Common Core State Standards can be found at:

<http://www.corestandards.org/the-standards>

The Common Core State Standards for ELA and Mathematics, as they existed on July 9, 2012, are hereby incorporated into these Rules by reference.

5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law. The Arkansas Department of Education shall transition to the PARCC assessments by the 2014-2015 school year.

School district boards of directors shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

Every student attending an Arkansas public school shall participate in the statewide program of educational assessments required in Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009 and established by the State Board.

5.01 Kindergarten, Grade One and Grade Two

- 5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design. The Department shall require that all school districts administer the uniform school readiness-screening to each kindergarten student in the district upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade.

5.01.2 Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all students in first grade and second grade in reading and mathematics.

5.02 Criterion-Referenced Tests - Grades three through eight and high school

5.02.1 The Department shall develop and implement an augmented, criterion-referenced, or norm-referenced assessment as follows: (1) Grades three (3) through eight (8) which measures application of knowledge and skills in English language arts and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, Geometry and Biology; (3) High school literacy that measures application of knowledge and skills in English language arts; and (4) social studies as funds are available and approved by the State Board of Education.

5.02.2 All criterion-referenced assessments shall be based on the Arkansas Curriculum Frameworks and Academic Content Standards.

5.02.3 All students in Grades 3 – 8 as well as all students enrolled in courses for which End-of-Course assessments are administered, shall take the criterion-referenced assessments on the testing dates established by the Department. This requirement includes the high school literacy assessment. This authority shall include field testing and any other requirements needed to establish fully-developed assessment instruments and methodologies.

5.02.4 Each school district shall administer augmented criterion-referenced assessments to its students according to procedures established by the Commissioner of Education and specified in the applicable assessment administration materials.

5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students

5.02.5.1 Each student in the specified grades or courses shall participate as outlined in the test coordinator's handbook. A student shall participate in the Arkansas Alternate Assessment Program only upon the formal determination of the student's individual education program (IEP) committee, as documented in the student's individual educational program.

5.02.5.2 The Individual Education Program (IEP) committee shall determine whether participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the standard state assessments (augmented

benchmarks, End-of-Course, and High School Literacy) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.

- 5.02.5.3 Scores for students with disabilities shall be reported with other assessment results from the school.
- 5.02.5.4 English Learners (ELs) shall participate in all required criterion referenced assessments. ELs may access state approved accommodations provided such accommodations have been recommended by the language proficiency assessment committee and are used regularly in classroom instruction and assessment.
- 5.02.5.5 ELs with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the High School Literacy Assessment. Districts may exercise this option. ELs must take the appropriate mathematics and science tests.

5.02.6 End-of-Course Assessments

- 5.02.6.1 Every student attending an Arkansas public school in Arkansas shall participate in the actual course and statewide program of end-of-course assessments as designated by the State Board.
- 5.02.6.2 Every student required to participate in the statewide program of educational assessments required by Ark. Code Ann. § 6-15-2009 shall not receive credit on his or her transcript for Algebra, Geometry, Biology, or any other course that requires an end-of-course assessment for which the student has not received the requisite scale score on a general end-of-course assessment, until the student is identified as having participated in remediation through an individual academic improvement plan.
- 5.02.6.3 The individual academic improvement plan shall include remediation activities focuses on those areas for need for students who failed to meet the requisite score on an end-of-course assessment.
- 5.02.6.4 For the purpose of an end-of course assessment, remediation does not require that a student retake

a subsequent end-of-course assessment in order to receive academic credit for a course.

- 5.02.6.5 The end-of-course assessment program shall be maintained in such a manner as to meet the requirements of state and federal law, including the full range of students with disabilities.
- 5.02.6.6 The superintendent of each public school district shall be responsible for the proper administration of Ark. Code Ann. § 6-15-2009 and these Rules to implement the requirements of Ark. Code Ann. § 6-15-2009.
- 5.02.6.7 To the extent that a public school district is determined to have knowingly failed to administer the provisions of applicable law or these Rules, the superintendent's license shall be subject to probation, suspension, or revocation under Ark. Code Ann. § 6-17-410.
- 5.02.6.8 The ADE shall establish and publish by Commissioner's Memo each school year an end-of-course assessment cycle for end-of-course assessments that shall be strictly followed by school districts unless a school district has received a written waiver from the ADE because of a catastrophic occurrence.
- 5.02.6.9 The ADE shall prepare and develop the form of end-of-course assessments along with any and all documents, manuals, forms and protocols necessary for the proper administration, completion, submission and scoring of the assessment. The assessment shall be composed of sections that may include both multiple choice and open-response test items.
- 5.02.6.10 All Arkansas laws and ADE rules governing test administration, security and confidentiality that apply to examinations given to Arkansas public schools from K-12 grade shall apply in full to all end-of-course assessments and alternative assessments set forth under Ark. Code Ann. § 6-15-2009.
- 5.02.6.11 The ADE shall take steps to ensure that the end-of-course assessments are properly aligned with state standards and that professional development training is available for teachers teaching courses for which an end-of-course assessment is required.

5.02.6.12 In administering the assessments under Ark. Code Ann. § 6-15-2009 and these Rules, the school district shall provide state-approved accommodations for students with state-recognized disabilities and for English language learners as allowed by law and ADE rules.

5.02.6.13 The ADE shall establish and promulgate by way of these Rules the requisite scale score requirement for any Arkansas public school student taking each end-of-course assessment and alternative assessment.

5.03 Norm-Referenced Tests

5.03.1 The Board shall adopt a norm-referenced test to be administered in grade 3 through grade 9 in mathematics and reading and in science at grades 5 and 7, which shall be administered by the Department annually.

5.03.2 Each school district shall administer the norm-referenced tests to its students according to procedures established by the Department and specified in the applicable test administration materials.

5.04 National Assessment of Educational Progress

5.04.1 Selected schools shall participate in any and all components of the National Assessment of Educational Progress (NAEP).

5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation.

5.05 Test Administration

5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;

5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:

5.05.2.1 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;

5.05.2.2 Ensuring that security is maintained as specified in the appropriate testing administration materials;

5.05.2.3 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;

5.05.2.4 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education and specified in the applicable assessment administration materials;

5.05.2.5 Ensuring that all assessment documents and student identification information are properly and accurately coded;

5.05.2.6 Attesting whether ALL students have participated in the appropriate grade-level assessment(s); and

5.05.2.7 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.

5.05.3 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.

5.05.4 All students enrolled in a State-tested grade shall be accounted for in the Arkansas Comprehensive Assessment Program.

5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.

5.07 Test Security and Confidentiality

5.07.1 Violation of the security or confidential integrity of any test or assessment is prohibited.

5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section. Sanctions shall be considered and imposed in compliance with the Department's rules Governing Alleged Testing Improprieties or in the Department's Rules Governing Background Checks and License Revocation, as appropriate. Additionally, the Board may sanction a school district or school, or both, in which conduct prohibited in this section occurs. Sanctions imposed by the Board may include without limitation one (1) or more of the following:

5.07.2.1 Revocation, suspension, or probation of an individual's license,

- 5.07.2.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state ~~personnel~~ professional licensure file;
- 5.07.2.3 Additional training or professional development to be completed by a licensed individual within the time specified;
- 5.07.2.4 Additional professional development to be administered by the school district or open-enrollment public charter school to all licensed school district personnel involved in test administration within the time specified;
- 5.07.2.5 Issuance of a letter of warning to the school district or open-enrollment public charter school; and
- 5.07.2.6 Establishment of a school district or open-enrollment public charter school plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.
- 5.07.2.7 Professional development required pursuant to this section as a result of violating test security or confidentiality may be in addition to professional development required for licensure.

5.07.3 Procedures for maintaining the security and confidential integrity of all testing and assessment instruments and procedures shall be specified in the appropriate test or assessment administration instructions. Conduct that violates the security or confidential integrity of a test or assessment is defined as any departure from either the requirements established by the Commissioner of Education for the administration of the assessment or from the procedures specified in the applicable test administration materials. Conduct of this nature may include, but is not limited to, the following acts and omissions:

- 5.07.3.1 Viewing secure assessment materials;
- 5.07.3.2 Duplicating secure assessment materials;
- 5.07.3.3 Disclosing the contents of any portion of secure assessment materials;
- 5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;

- 5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;
- 5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;
- 5.07.3.7 Failing to follow the specified testing procedures or to proctor students;
- 5.07.3.8 Failing to administer the assessment on the designated testing dates;
- 5.07.3.9 Encouraging or assisting an individual to engage in the conduct described herein;
- 5.07.3.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth in this section;
- 5.07.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or
- 5.07.3.12 Failing to return the secured test booklets to the testing company in a timely manner.

5.07.4 The superintendent of each school district shall develop procedures to ensure the security and confidential integrity of all assessment instruments and test items. The superintendent shall be responsible for immediately notifying the Department in writing of conduct that violates the security or confidential integrity of an examination or assessment.

6.0 Student Performance Levels

- 6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be: (1) Not Evident; (2) Emergent; (3) Supported Independence; (4) Functional Independence; and (5) Independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass/proficiency rate for each end-of-course assessment.
- 6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

Mathematics Norm Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-120	121-128	129-136	137-400
1	0-134	135-146	147-159	160-400
2	0-148	149-164	165-181	182-400

*Lowest possible standard score value is 80

Reading Norm-Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-119	120-127	128-137	138-400
1	0-136	137-145	146-158	159-400
2	0-153	154-165	166-182	183-400

*Lowest possible standard score value is 80

- 6.03 The following numerical scores define the performance levels on the criterion-referenced assessments and on the Alternate Assessments for Students with Disabilities for Not Evident, Emergent, Supported Independence, Functional Independence and Independent. Functional Independence and Independent are considered to be grade level.

Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 408	409 - 499	500 - 585	586 & above
4	0 - 494	495 - 558	559 - 639	640 & above
5	0 - 543	544 - 603	604 - 696	697 & above
6	0 - 568	569 - 640	641 - 721	722 & above
7	0 - 621	622 - 672	673 - 763	764 & above
8	0 - 654	655 - 699	700 - 801	802 & above

Literacy Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 329	330 - 499	500 - 653	654 & above
4	0 - 353	354 - 558	559 - 747	748 & above
5	0 - 381	382 - 603	604 - 798	799 & above
6	0 - 416	417 - 640	641 - 822	823 & above
7	0 - 425	426 - 672	673 - 866	867 & above
8	0 - 506	507 - 699	700 - 913	914 & above

Science Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
5	0 - 153	154 - 199	200 - 249	250 & above
7	0 - 151	152 - 199	200 - 249	250 & above

End-of-Course Algebra I Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

End-of-Course Geometry Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

End-of-Course Biology Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 145	146 - 199	200 - 249	250 & above

Grade 11 Literacy Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 168	169 - 199	200 - 227	228 & above

Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	520 - 672	673 - 703	704 - 708	709 - 723	724 - 733
4	523 - 673	674 - 707	708 - 712	713 - 721	722 - 736
5	545 - 674	675 - 708	709 - 713	714 - 725	726 - 733
6	535 - 677	678 - 708	709 - 714	715 - 722	723 - 731
7	478 - 675	676 - 705	706 - 713	714 - 720	721 - 731
8	484 - 697	698 - 717	718 - 725	726 - 727	728 - 738

Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	487 - 663	664 - 685	686 - 710	711 - 730	731 - 734
4	503 - 672	673 - 692	693 - 712	713 - 727	728 - 733
5	545 - 664	665 - 692	693 - 717	718 - 730	731 - 735
6	518 - 637	638 - 684	685 - 709	710 - 721	722 - 732
7	464 - 620	621 - 674	675 - 708	709 - 722	723 - 736
8	442 - 622	623 - 690	691 - 719	720 - 726	727 - 742

Science Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
5	563 - 700	701 - 718	719 - 723	724 - 730	731 - 736
7	490 - 670	671 - 688	689 - 705	706 - 720	721 - 733

Grade 9 Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
0 - 99	100 -149	150 -199	200 - 249	250 - 300

Science Grade 10 Alternate Assessment Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
486 - 600	601 - 664	665 - 692	693 - 715	716 - 742

Grade 11 Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
483 - 595	596 - 655	656 - 680	681 - 692	693 - 740

7.0 Student Accountability

7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.

7.02 Students identified as failing to achieve at the proficient level on a) the state mandated CRT (as referenced in Section 6.04 tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments, Literacy Criterion Referenced Assessments), b) students in grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Section 3.46 Uniform School Readiness Screening); and c) students in grades 1 and 2 not scoring proficient on the state mandated NRT (as referenced in Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.

7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and

deficiencies based on test data and previous student records shall be available for use in developing the plan. The plan shall be signed by the appropriate school administrator and the parent/guardian.

- 7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.
- 7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessment.
- 7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.
- 7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.
- 7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.
- 7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.
- 7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.
- 7.03 Retention for failure to participate in the Academic Improvement Plan
 - 7.03.1 The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. This notice may be provided via student handbooks issued to students.
 - 7.03.2 A student in grades three (3) through eight (8), identified as not meeting the requisite scale score on the criterion-referenced assessment and failing to participate in the subsequent AIP shall be retained and shall not be promoted to the next appropriate

grade until the student is deemed to have participated in the AIP or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

- 7.03.3 Any student required to take an end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment.

7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to meet the requisite scale score of an end-of-course assessment.

7.03.3.2 A student who is identified as not meeting the requisite scale score for an end-of-course assessment shall not receive academic credit on his or her transcript for the courses related to the end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP.

- 7.03.4 Remedial activities and instruction provided during high school shall not be in lieu of English language arts, mathematics, science, history or other core courses required for graduation.

- 7.03.5 Any student who does not score at the Proficient level on the criterion-referenced assessments in English language arts and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.

- 7.03.6 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.

- 7.03.7 Students not proficient on the High School Literacy Test shall participate in a remediation program.

- 7.03.8 The State Board may require remediation activities and an individualized academic improvement plan for a student in grade eleven (11) or below who does not meet the requisite scale score for a particular college and career readiness measurement.

7.03.8.1 The State Board may require that the individualized academic improvement plan include one (1) or more opportunities for a student to retake the measurement.

7.03.8.2 For the purpose of a college and career readiness measurement, remediation shall not require that a student pass a subsequent college and career readiness measurement in order to graduate from an Arkansas high school.

- 7.04 The results of end-of-course assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the general end-of-course assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic).
- 7.05 Each year the ADE shall make public item and task prototypes for the English language arts and mathematical assessments required by these rules or a selection of actual items and tasks from the most recent assessments.
- 7.06 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.
- 7.07 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.
- 7.08 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to validate or replicate the results and an assessment of the model's accurateness in relation to other models.
- 7.09 Reading Deficiency for Students in Kindergarten through Grade Two
 - 7.09.1 Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.23. The student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected.
 - 7.09.2 The State Board of Education established performance levels for kindergarten, grade 1 and grade 2 that define substantial difficulties in reading based on the state-mandated, developmentally appropriate assessment. The state-mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.

- 7.09.3 All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.
- 7.09.4 Within 30 days of the beginning of school, grade 1 and grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.
- 7.09.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 7.09.6 School personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.
- 7.09.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.
- 7.09.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.
- 7.09.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.
- 7.09.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.
- 7.09.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.

7.09.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.

7.09.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.

7.09.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

7.09.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.

7.10 The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

7.10.1 That the child has been identified as having a substantial deficiency in reading;

7.09.2 A description of the current services that are provided to the child; and,

7.09.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

8.0 School Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the US Ed on June 29, 2012.

8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

8.02 Student performance trend data shall be included in the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.

8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school and school district annually on the school's performance rate data for the purposes of improving

student performance based on data and the performance of students on the state assessment system.

- 8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance rate levels established by the Board on all State assessments.
- 8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—
 - Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;
 - Meet or exceed the annual measurable performance levels described in Section 9.0, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and
 - Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.
- 8.06 The following subgroups must be included in the school/school district data disaggregation:
 - 8.06.1 Students with Disabilities;
 - 8.06.2 Students who are English Language Learners;
 - 8.06.3 Economically Disadvantaged Students; and
 - 8.06.4 Ethnic Subgroups;
 - 8.06.4.1 Caucasian
 - 8.06.4.2 African American
 - 8.06.4.3 Hispanic
- 8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.

- 8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single statewide starting point described in this section, annual performance levels assure that ALL students will reach proficient by school year 2013-2014.
- 8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.
- 8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.
- 8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.
- 8.12 The goal of NCLB is for all students to be proficient in language arts and math by 2014. Therefore, the Department of Education will determine the "starting point" for AYP as set forth in Section 3.44 above.
- 8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

Calculating AYP and Annual Expected Performance Levels

	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
Year 05-06	40.00	42.40	29.10	35.20	29.20	35.50
Year 06-07	47.50	49.60	37.96	43.30	38.05	43.56
Year 07-08	55.00	56.80	46.83	51.40	46.90	51.63

Year 08-09	62.50	64.00	55.69	59.50	55.75	59.69
Year 09-10	70.00	71.20	64.55	67.60	64.60	67.75
Year 10-11	77.50	78.40	73.41	75.70	73.45	75.81
Year 11-12	85.00	85.60	82.28	83.80	82.30	83.88
Year 12-13	92.50	92.80	91.14	91.90	91.15	91.94
Year 13-14	100.00	100.00	100.00	100.00	100.00	100.00

- 8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school's percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.
- 8.15 Individual Schools identified by the Department as failing to meet established levels of academic achievement shall be subject to sanctions as specified in school improvement or academic distress.
- 8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

9.0 Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the US Ed on June 29, 2012. Sections 9.13 and 9.14 of these Rules continue to apply along with Section 13.00 of these Rules.

Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified subject to the following consequences.

- 9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.
- 9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.
- 9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.

- 9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.
- 9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.
- 9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.
- 9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.
- 9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2, and the school must implement a plan, with the approval of the Department, having specified corrective actions.
- 9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.
- 9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.
- 9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.
- 9.12 Schools designated in year two or greater of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

- 9.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.

9.13 Recognition Awards

- 9.13.1 Pursuant to Ark. Code Ann. § 6-15-2107m schools performing at the top twenty percent (20%) of all public schools in Arkansas in combined student performance, student academic growth, and, for a secondary school, graduate rate, are eligible for Arkansas School Recognition Program rewards and performance-based funding.

9.14 Sanctions

- 9.14.1 Any school or district that is involved in substantiated test security violations will not be eligible to receive the "school of excellence" performance rating.

10.0 School District Accountability

NOTE: During the time periods designated by the US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the school district accountability provisions found in Section 13.00 of these Rules shall apply. Sections 10.04 through 10.07 of these Rules shall remain in place even during time periods designated by the US Ed for which the ADE may receive flexibility from certain provisions of ESEA.

- 10.01 The Department annually reviews each district to determine whether the district is making AYP in the following way.
- 10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (K-5; 6-8 and 9-12);
 - 10.01.2 Determine the district percent of participation across each grade level group; and
 - 10.01.3 Determine the district status on secondary indicator across each grade-level group.
 - 10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.
- 10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the

identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.

- 10.03 Each district identified for district improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement. The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.
- 10.04 Academic Distress – Procedures for Identification, Classification and Appeal of Public School and Public School Districts in Academic Distress
 - 10.04.1 A public school or public school district which meets the definition of "Academic Distress" set forth in Section 3.02 of these rules shall be designated in Academic Distress.
 - 10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department or upon making a determination that a school district has a Needs Improvement –Priority school within the school district that has not made the progress required under the school's Priority Improvement Plan (PIP), the Department shall identify all public schools and public school districts in Academic Distress and shall notify in writing each school district superintendent and board president of the public school and public school districts via certified mail, return receipt requested.
 - 10.04.3 Any school district identified or in which a public school is identified in academic distress may appeal to the State Board by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of the written notice of academic distress status from the Department.
 - 10.04.4 The State Board shall hear the appeal of the school district within sixty (60) days of receipt of the written appeal in the Commissioner's office.
 - 10.04.5 The State Board's determination shall be final, except that a school district may appeal to Pulaski County Circuit Court under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201, et seq.
 - 10.04.6 A school district or public school identified by the Department as being in academic distress shall be classified as a school

district or public school in academic distress upon final determination by the State Board.

10.05 Time Limitation of Academic Distress Status

- 10.05.1 Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and § 6-15-430, a public school or public school district identified as in academic distress shall have no more than five (5) consecutive school years from the date of classification of academic distress status to be removed from academic distress status.
- 10.05.2 The State Board may at any time take enforcement action on any school district in academic distress status including without limitation, annexation, consolidation, or reconstitution of a school district pursuant to Ark. Code Ann. § 6-13-1401 et seq. and the authority of Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.
- 10.05.3 The State Board may take enforcement action at any time on a public school in academic distress under these Rules and Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.
- 10.05.4 Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and § 6-15-430(d), a public school or school district shall not be allowed to remain in academic distress status for a time period greater than five (5) consecutive school years from the date of the classification of academic distress status.
- 10.05.5 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.
- 10.05.6 If a public school or school district classified as being in academic distress fails to be removed from academic distress status within the allowed five-year time period and has not been granted additional time under these Rules or Ark. Code Ann. § 6-15-429, the State Board shall annex, consolidate, or reconstitute the public school or school district before July 1 of the next school year.

10.06 Procedures for assisting school districts in academic distress

- 10.06.1 Within thirty (30) calendar days of classification by the State Board, each public school and public school district in

academic distress shall develop and file with the Department a modified Comprehensive School Improvement Plan (District Plan) to target and address any area in which the public school or public school district is experiencing academic distress.

- 10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the public school or public school district and determine the need for on-site technical assistance or technical assistance via distance technology.
- 10.06.3 The team of educators shall evaluate and make recommendations to the public school or public school district superintendent within sixty (60) calendar days following the school's or district's classification as being in academic distress.
- 10.06.4 Public schools and public school districts classified as being in academic distress shall provide access to all school and district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.
- 10.06.5 The Department, with assistance from the team of educators, shall review the data relative to the academic status and performance of students in the academically distressed public school or public school district.
- 10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the academically distressed public school or public school district.
- 10.06.7 The Department shall provide relevant technical assistance to each identified public school or public school district based upon the needs identified in the Comprehensive School Improvement Plan.
- 10.07 Procedures for evaluating and removal of public schools and public school districts from academic distress status
 - 10.07.1 The Department shall review and annually report to the Board the academic conditions existing in each academically distressed public school or public school district.
 - 10.07.2 A public school or public school district designated in Academic Distress shall be removed from Academic Distress only upon vote of a majority of the quorum present of the State Board and only after the Department has certified in writing to the State Board that the school district has corrected all criteria for being classified as in academic distress.

11.0 State Board Authority

11.01 The Board shall have the following authority regarding any public school district in academic distress:

- 11.01.1 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district and:
 - 11.01.1.1 Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner of Education; and
 - 11.01.1.2 Compensate from school district funds the individual appointed to operate the school district;
- 11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;
- 11.01.3 Require the school district to operate without a board of directors under the supervision of the superintendent or an individual or panel appointed by the Commissioner of Education;
- 11.01.4 Waive the application of Arkansas law, with the exception of The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq., or the corresponding State Board rules and regulations;
- 11.01.5 Require the annexation, consolidation, or reconstitution of the school district;
- 11.01.6 In the absence of a board of directors, direct the Commissioner to assume all authority of the board of directors as may be necessary for the day-to-day governance of the school district;
- 11.01.7 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:
 - 11.01.7.1 The Department of Education certifies in writing to the State Board and to the school district that the school district has corrected all issues that caused the classification of academic distress; and

- 11.01.7.2 The State Board determines that the school district has corrected all issues that caused the classification of academic distress; and
- 11.01.8 Take any other necessary and proper action, as determined by the State Board, that is allowed by law.
- 11.02 The State Board shall have the following authority regarding any public school in academic distress:
 - 11.02.1 Require the reorganization of the public school or reassignment of the administrative, instructional, or support staff of the public school;
 - 11.02.2 Require the public school to institute and fully implement a student curriculum and professional development for teachers and administrators that are based on state academic content and achievement standards, with the cost to be paid by the school district in which the public school is located;
 - 11.02.3 Require the principal of the public school to relinquish all authority with respect to the public school;
 - 11.02.4 Waive the application of Arkansas law or the corresponding State Board rules, with the exception of:
 - 11.02.4.1 The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; and
 - 11.02.4.2 The Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq.;
 - 11.02.5 Under The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., reassign or remove some or all of the licensed personnel of the public school and replace them with licensed personnel assigned or hired under the supervision of the Commissioner;
 - 11.02.6 Remove the public school from the jurisdiction of the school district in which the public school is located and establish alternative public governance and supervision of the public school;
 - 11.02.7 Require closure or dissolution of the public school;
 - 11.02.8 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district in which the public school is located. If the State Board takes an action under Section 11.02.8 of these Rules, it may appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval

of the commissioner and compensate the appointed individual;

- 11.02.9 Take one (1) or more of the actions under Section 11.01 of these Rules concerning the public school district where the school is located;
- 11.02.10 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:
 - 11.02.10.1 The Department certifies in writing to the State Board and to the school district that the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and
 - 11.02.10.2 The State Board determines the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and
- 11.02.11 Take any other appropriate action allowed by law that the State Board determines is needed to assist and address a public school classified as being in academic distress.
- 11.03 If the State Board or the Commissioner assumes authority over a public school district in academic distress under Sections 11.01 or 11.02 of these Rules, the State Board may pursue the following process for returning a public school district to the local control of its residents:
 - 11.03.1 During the second school year following a public school's or school district's classification of academic distress status, the State Board shall determine the extent of the public school or school district's progress toward correcting all criteria for being classified as in academic distress;
 - 11.03.2 If the State Board determines that sufficient progress has been made by a public school or school district in academic distress toward correcting all issues that caused the classification of academic distress, but the public school or school district has not yet resolved all issues that caused the classification of academic distress, the Commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the Commissioner.
 - 11.03.2.1 The members of the community advisory board shall be residents of the school district and shall serve on a voluntary basis without compensation.

11.03.2.2 The Department shall cause to be provided to the community advisory board technical assistance and training in, at a minimum, the areas required in Ark. Code Ann. § 6-13-629.

11.03.2.3 The duties of a community advisory board include without limitation:

11.03.2.3.1 Meeting monthly during a regularly scheduled public meeting with the state-appointed administrator regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;

11.03.2.3.2 Seeking community input from the residents of the school district regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;

11.03.2.3.3 Conducting hearings and making recommendations to the Commissioner regarding personnel and student discipline matters under the appropriate district policies;

11.03.2.3.4 Working to build community capacity for the continued support of the school district; and

11.03.2.3.5 Submitting quarterly reports to the Commissioner and the State Board regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress.

11.03.2.3.6 The members of the community advisory board shall serve at the pleasure of the Commissioner until the school district is returned to local control and a permanent board of directors is elected and qualified; or the State Board annexes, consolidates, or reconstitutes the school district under Ark. Code Ann. § 6-15-430 or under another provision of law;

- 11.03.2.4 By April 1 of each year following the appointment of a community advisory board under 11.03.2 of these Rules, the State Board shall determine the extent of the public school or school district's progress toward correcting all issues that caused the classification of academic distress and shall:
- 11.03.2.4.1 Allow the community advisory board to remain in place for one (1) additional year;
 - 11.03.2.4.2 Return the school district to local control by calling for the election of a newly elected board of directors if the Department certifies in writing to the State Board and to the school district that the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and the State Board determines the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; or
 - 11.03.2.4.3 Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.
- 11.03.2.5 If the State Board calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.
- 11.03.2.6 If the State Board calls for an election of a new school district board of directors, the Commissioner, with the approval of the State Board, may appoint an interim board of directors to govern the school district until a permanent school district board of directors is elected and qualified.

- 11.03.2.6.1 The interim board of directors shall consist of either five (5) or seven (7) members.
 - 11.03.2.6.2 The members of the interim board of directors shall be residents of the school and otherwise eligible to serve as school district board members under applicable law.
 - 11.03.2.6.3 The members of the interim board of directors shall serve on a voluntary basis without compensation.
- 11.04 If, by the end of the fifth school year following the public school or public school district's classification of academic distress status, the public school or school district in academic distress has not corrected all issues that caused the classification of academic distress, the State Board, after a public hearing, shall consolidate, annex, or reconstitute the school district pursuant to Ark. Code Ann. § 6-15-430.
- 11.04.1 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.
- 11.05 Nothing in these Rules shall be construed to prevent the Department or the State Board from taking any of the actions listed in these Rules or in Ark. Code Ann. § 6-15-430 at any time to address public schools and school districts in academic distress.
- 11.06 To transition to and implement the Common Core State Standards, the Board shall have the authority to:
- 11.06.1 Modify curriculum and assessment requirements;
 - 11.06.2 Adopt new curriculum and assessment requirements; and
 - 11.06.3 Direct the Department of Education to:
 - 11.06.3.1 Propose to the state board rules and procedures; and
 - 11.06.3.2 Develop the professional development needed to train educators on the transition and implementation.

12.0 School Choice and Academic Distress

12.01 Any student attending a public school or public school district classified as being in academic distress ~~shall~~ is automatically be eligible and entitled under the Public School Choice Act of 2013, Ark. Code Ann. § 6-18-1901 et seq., or the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227, to transfer to another public school or public school district not in academic distress during the time period that the resident public school or public school district is classified as being in academic distress.

12.02 The cost of transporting the student from the resident district to the nonresident district shall be the cost of the resident district under the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227.

13.00 Elementary and Secondary Education Act (ESEA) Flexibility Provisions

On June 29, 2012, the United States Department of Education (US Ed) approved the Arkansas Department of Education's (ADE) request for flexibility from certain provisions of the ESEA. The approved ESEA flexibility request can be found at:

http://www.arkansased.org/public/userfiles/ESEA/AR_ESEA_Flexibility_Amended_10252012.pdf

The ADE's ESEA flexibility request, as it existed on July 9, 2012, is hereby incorporated into these Rules by reference. Key components of the ESEA flexibility requirements are noted below.

13.01 The US Ed approved the following waivers of ESEA for the State of Arkansas:

13.01.1 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. Arkansas requested 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.

13.01.2 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. Arkansas requested this waiver so that an LEA and its Title I schools need not comply with these requirements.

- 13.01.3 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. Arkansas requested this waiver so that it need not comply with these requirements with respect to its LEAs.
- 13.01.4 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. Arkansas requested 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.
- 13.01.5 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. Arkansas requested 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.
- 13.01.6 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. Arkansas requested 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*.
- 13.01.7 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. Arkansas requested 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*.
- 13.01.8 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. Arkansas requested this waiver to allow the SEA and its LEAs to focus on

developing and implementing more meaningful evaluation and support systems.

13.01.9 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. Arkansas requested 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.

13.01.10 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. Arkansas requested 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*.

13.02 US Ed Flexibility Principle 1: College and Career-Ready Expectations for All Students

13.02.1 Definition of College and Career Ready: 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 State Board will make its determination of the requisite scale score of student performance on college and career readiness measurements used for college placement in conjunction with the Arkansas Higher Education Coordinating Board.

13.02.1 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010.

13.02.2 The following timeline will lead to full implementation of the Common Core State Standards during the 2013-2014 school year:

13.02.2.1 Grades K-2 implemented the Common Core State Standards during the 2011-2012 school year.

13.02.2.2 Grades 3-8 will implement the Common Core State Standards during the 2012-2013 school year.

13.02.2.3 Grades 9-12 will implement the Common Core State Standards during the 2013-2014 school year.

13.03 US Ed Flexibility Principle 2: State-Developed Differentiated Recognition, Accountability and Support

- 13.03.1 The requirements contained within Section 13.03 of these rules shall comprise the Arkansas Differentiated Accountability, Recognition and Tiered-Support System (DARTSS).
- 13.03.2 The goals of DARTSS are, without limitation:
 - 13.03.2.1 To move toward a unified federal and state accountability system beginning in 2012-2013; and
 - 13.03.2.2 To establish the flexibility and opportunity to direct additional resources to schools with the lowest achieving students.
- 13.03.3 DARTSS differs from the current ESEA accountability system in the following ways:
 - 13.03.3.1 The ESEA goal of 100 percent (100%) proficient by 2013-2014 is hereby replaced with a new goal of reducing proficiency gaps by half by the 2016-2017 school year.
 - 13.03.3.2 Traditional ESEA accountability status labels are replaced by accountability and assistance levels for all schools.
 - 13.03.3.3 Adequate Yearly Progress (AYP) is replaced with accountability levels based upon Annual Measurable Objectives (AMOs) for public schools and school districts.
 - 13.03.3.4 Performance (proficiency), growth and graduation rate indicators will now use a minimum N, or sample size, of 25 students for accountability purposes.
 - 13.03.3.5 DARTSS will place enhanced focus on subgroups through the Targeted Achievement Gap Group (TAGG).
 - 13.03.3.6 Federal SES and school choice requirements are replaced by supports and interventions responsive to identified needs of students and schools.

13.04 The following groups of students will be included in DARTSS for the purposes of determining accountability status for school districts and schools:

- 13.04.1 All Students Group: All students in the school and school district.

13.04.2 Targeted Achievement Gap Group (TAGG), which includes the following students:

13.04.2.1 Economically Disadvantaged;

13.04.2.2 English Learners (EL); and

13.04.2.3 Students with Disabilities (SWD).

13.05 The following groups of students will be included in DARTSS for the purposes of ACSIP and ESEA reporting:

13.05.1 African-American;

13.05.2 Hispanic;

13.05.3 White;

13.05.4 Economically Disadvantaged;

13.05.5 English Learners; and

13.05.6 Students with Disabilities.

13.06 Each group of students shall be measured according to the following Annual Measurable Objectives (AMOs):

13.06.1 Math Proficiency;

13.06.2 Math Growth (Grades 4-8);

13.06.3 Literacy Proficiency;

13.06.4 Literacy Growth (Grades 4-8); and

13.06.5 Graduation Rate (High School).

13.07 AMO Calculations

13.07.1 The ADE shall give schools and school districts full credit for meeting a particular AMO when the growth, performance or graduation rate meets or exceeds ninety-four percent (94%).

13.07.2 The ADE shall initially calculate performance (proficiency) and growth AMOs based upon 2011 test results.

13.07.3 The ADE shall use a lagging graduation rate in its annual accountability determination.

13.07.3.1 The ADE shall calculate graduation rate AMOs using 2010 four-year cohort graduation rates in accordance with its flexibility proposal.

13.07.4 AMO calculations will be based upon a minimum N of 25. For schools with too few students to calculate the AMO in 2011, the AMO calculations shall be based on a two (2)-year weighted average.

13.07.5 In order to be eligible to be classified as Achieving or Exemplary, schools and school districts must test ninety-five percent (95%) of students in the All Students and TAGG groups.

13.08 DARTSS Accountability Labels

13.08.1 School districts shall be broadly classified as either:

13.08.1.1 Achieving; or

13.08.1.2 Needs Improvement.

13.08.1.3 School districts will be broadly classified based upon criteria similar to that used for the classification of individual schools. To be classified as "Achieving," a school district must meet performance or growth AMOs for math and literacy for All Students and the TAGG, as well as graduation rate AMOs for All Students and the TAGG.

13.08.2 ADE engagement and school district autonomy shall be determined by the extent of the needs identified within the district. The extent of needs will be identified based upon the presence of identified Needs Improvement Focus and Needs Improvement Priority schools in the district, the number and type of AMOs not met for performance, growth, and graduation rate, and the number of district AMOs not met for performance, growth and graduation rate.

13.08.3 Individual schools within school districts shall be classified as one of the following:

13.08.3.1 Exemplary;

13.08.3.2 Achieving;

13.08.3.3 Needs Improvement;

13.08.3.4 Needs Improvement (Focus); or

13.08.3.5 Needs Improvement (Priority).

13.08.3.5.1 Within a time period determined by the ADE, a school classified as a Needs Improvement (Priority) school must develop and file with the ADE a Priority Improvement Plan (PIP) that is integrated into the school's ACSIP plan.

13.08.3.5.2 A school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP) may be identified by the ADE as a school district in academic distress.

13.08.4 The following table lists the ADE engagement and district autonomy associated with school accountability status:

Status	Description	ADE Engagement/District Autonomy
Exemplary	<ul style="list-style-type: none"> • High Performance • High Progress • High TAGG high performance • High TAGG high progress 	<ul style="list-style-type: none"> • Very low ADE engagement • Very high district autonomy
Achieving	<ul style="list-style-type: none"> • Three-year ACSIP – Meet all performance, graduate rate and growth AMOs for All Students Group and TAGG • One-year ACSIP – Meet all performance and graduation rate AMOs for All Students Group and TAGG, but miss growth AMOs for All Students Group or TAGG 	<ul style="list-style-type: none"> • Very low ADE engagement • High district autonomy
Needs Improvement	<ul style="list-style-type: none"> • Does not meet performance, graduation rate or growth AMOs for All Students and TAGG 	<ul style="list-style-type: none"> • Low to moderate ADE engagement • Moderate district autonomy

Needs Improvement – Focus	<ul style="list-style-type: none"> Schools with largest, persistent gaps between non-TAGG and TAGG students Graduation rates less than sixty percent (60%) over a period of several years and which are not classified as Needs Improvement – Priority schools. 	<ul style="list-style-type: none"> High ADE engagement Low district autonomy
Needs Improvement – Priority	<ul style="list-style-type: none"> Schools with persistently lowest achievement in math and literacy over three years for the All Students Group Graduation rates less than sixty percent (60%) over a period of several years. 	<ul style="list-style-type: none"> Very high ADE engagement Low district autonomy

13.09 Strategic Use of Title I Funds

- 13.09.1 School districts may use the flexibility granted by the US Ed to help lowest performing schools make targets by:
- 13.09.1.1 Serving the lowest performing schools with Title I and/or NSLA funding using the most appropriate methods aligned to identified student and adult learning needs;
 - 13.09.1.2 Designating any Needs Improvement (Focus) or Needs Improvement (Priority) school as a Title I schoolwide program school, even if the school does not have a poverty percentage of forty percent (40%) or more; and
 - 13.09.1.3 Transferring up to one hundred percent (100%) of the school district's Title II-A funds into Title I and using them for Title I purposes.

13.09.2 School districts have the following continuing obligations for the use of Title I-A Funds:

- 13.09.2.1 Prioritize the school district's lowest achieving students in its lowest performing schools;
- 13.09.2.2 Allocate Title I-A funds equal to the scope of the problem; and
- 13.09.2.3 Demonstrate alignment of federal and NSLA allocations sufficient to support implementation of interventions.

13.10 Process for Notification and Review

- 13.10.1 Prior to the first possible day of school, as defined by Ark. Code Ann. § 6-10-106, the Arkansas Department of Education shall notify the school board president and superintendent of each public school district of the following in writing, via certified mail, return receipt requested:
 - 13.10.1.1 The school district's preliminary classification under Section 13.08.1 of these rules; and
 - 13.10.1.2 The preliminary classification of each individual school within a school district under Section 13.08.3 of these rules.
- 13.10.2 Contemporaneous with the notice required by Section 13.10.1 of these rules, the Arkansas Department of Education shall make available to the school board president and superintendent the data upon which the preliminary classifications of school districts and individual public schools were based.
- 13.10.3 School districts shall have thirty (30) days from receipt of the notification required by Section 13.10.1 of these rules to review the data upon which the preliminary classifications of school districts and individual public schools were based, to submit to the Arkansas Department of Education any requests for corrections to the data, and to submit any other reason(s) for which the preliminary classifications should be modified. School districts may request revisions to the preliminary classifications for school districts and individual public schools during the same thirty (30) day period.
- 13.10.4 Prior to January 1 of each school year, the Arkansas Department of Education shall review the information submitted by school districts pursuant to Section 13.10.3 of these rules and publish a final classification for each school district and individual public school.

13.11 US Ed Flexibility Principle 3: Supporting Effective Instruction and Leadership

Arkansas's requirements for supporting effective instruction and leadership may be found in the Teacher Excellence and Support System (Ark. Code Ann. § 6-17-2801 et seq.) and the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.



DISTRICT WAIVER REQUEST FORM

District Name: Greenbrier School District

Superintendent: Scott Spainhour

Email Address: spainhours@greenbrierschools.org

Phone Number: 501-679-4808 **Submission Date:** 6/29/2016

Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

Waiver Topic: Waivers from Title 6 of the Arkansas Code Annotated (Education Code)
Licensure flexibility

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004 Qualified teachers in every public school classroom
- 6-17-309 Certification to teach grade or subject matter-exceptions-waivers
- 6-17-401 Teacher licensure requirement
- 6-17-902 Definition (definition of a teacher as licensed)
- 6-17-919 Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher?)

Standards for Accreditation

- 15.03 Licensure and Renewal

ADE Rules

- ADE Rules Governing Educator Licensure

Rationale for Waiver

Brief explanation for Requesting each waiver (to enable the State Board of Education to make an informed decision).

--The district elementary grade configurations for all four elementary buildings are Kindergarten through Fifth Grade (K-5). The district would have a greater pool of qualified applicants to fill these 5th grade positions located within our elementary buildings if highly qualified licensed teachers who hold a K-4 License could be considered. In addition, the district is requesting the flexibility to hire a qualified secondary General Science, Biology, Life-Earth Science or Chemistry teacher to be approved to teach 9th grade Physical Science and secondary educators who hold a Physical Education certification to include teaching secondary Health/Wellness. These above waivers are requested for a five year period, through 2021-2022 school year.

Waiver Topic: Waivers from Title 6 of the AR Code Annotated (Education code) Library Media Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-25-103 (b)(1) Pertaining to time for administrative tasks

Rationale for Waiver

The district requests to enhance the technology responsibilities of our K-12 media specialists. Currently, media specialists are required to have 1/3 of their day be allocated for administrative/clerical tasks. Since the automation of our library systems, many of these tasks are antiquated and no longer necessary. At Greenbrier, this 1/3 of the day translates to 2 hours per day based on a 6 hour instructional day for clerical duties. This does not include the 50 minutes per day allotted for Preparation (Prep period) time nor does this include the 30 minutes per day of uninterrupted lunch. The District requests a waiver to use the "administrative task time" for digital and media literacy to support new technology integration, assessments, technology curriculum and implementation, i.e. Input Technologies, digital research skills and dedicated library time before and after school to provide literacy interventions for struggling students. The above waivers are requested for a five year period, through the 2021-2022 school year.

Waiver Topic: Flexible School Day

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-16-102 School Day hours
- 6-18-210 Definition of planned instructional time

Standards for Accreditation

- 10.01.4 Planned instructional time

ADE Rules

- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

Rationale for Waiver

The district seeks the opportunity to create more personalized learning.
--Through partnerships with postsecondary institutions, the district offers concurrent credit toward an AA Degree and workforce certifications. A student's ability to complete required coursework in less than six hours a day could give the option for the student to enroll in postsecondary training (college or technical classes), participate in community projects (for college admissions or scholarship purposes), participate in job shadowing, complete an internship, or attain paid employment. Workforce data indicates job shortage areas in medicine, technology and education. Faulkner County is building a new hospital. This new facility will provide numerous employment opportunities for prepared students. Students would value the opportunity to gain real-world experiences in the career paths in which they are interested through an internship. Students will have more opportunities to obtain career and technical certifications during the school day which would increase their employability. An internship would allow them the flexibility to pursue career interests, work to earn money, participate in student organizations, and complete their studies simultaneously. The district seeks all of the requested waivers in order to provide these personalized learning opportunities for its students.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at mary.perry@arkansas.gov. Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at mary.perry@arkansas.gov or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY

APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

GREENBRIER SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

June 29, 2016
September 27, 2016

2015-2016 Enrollment	
2 or More Races	22
Asian	12
Black	46
Hispanic	99
Native American/ Native Alaskan	17
Native Hawaiian/ Pacific Islander	7
White	3,172
TOTAL	3,375



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

State Board
of Education

April 15, 2016

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

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Little Rock

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Newport

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Bella Vista

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Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Scott Spainhour, Superintendent
Greenbrier School District
4 School Drive
Greenbrier, AR 72058

RE: Notice of State Board of Education Decision – April 14, 2016

Dear Superintendent Spainhour:

On April 14, 2016, the State Board of Education approved waivers of the following for the Greenbrier School District:

- Ark. Code Ann. § 6-16-102, School day;
- Ark. Code Ann. § 6-18-210(2), Definition of planned instructional time;
- Section 3.04 of the Arkansas Department of Education Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve; and
- Section 10.01.4 of Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts,

As requested on the submitted waiver request form, these waivers are approved for a five-year period beginning July 1, 2016, and are approved for alternative education students only, as specified at the State Board of Education hearing.

Please let me know if you have any questions. I can be reached by phone at (501) 683-4800 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Division of Learning Services

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

An Equal Opportunity
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2015 ESEA DISTRICT REPORT

District: GREENBRIER SCHOOL DISTRICT
LEA: 2303000
Enrollment: 3375

Superintendent: D SPAINHOUR
Attendance 94.00
Poverty Rate: 38.07

Address: #4 SCHOOL DRIVE
Address: GREENBRIER, AR 72058
Phone: (501) 679-4808

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	2083	2085	99.90	1940	1941	99.95
Targeted Achievement Gap Group	855	857	99.77	805	806	99.88
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	26	26	100.00	25	25	100.00
Hispanic	57	57	100.00	56	56	100.00
White	1967	1968	99.95	1827	1828	99.95
Economically Disadvantaged	784	785	99.87	746	747	99.87
English Language Learners	27	27	100.00	27	27	100.00
Students with Disabilities	176	177	99.44	150	150	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	1030	1998	51.55	22.73
Targeted Achievement Gap Group	292	805	36.27	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	23	43.48	10.77
Hispanic	14	53	26.42	18.35
White	987	1892	52.17	26.04
Economically Disadvantaged	279	739	37.75	17.63
English Language Learners	4	26	15.38	7.64
Students with Disabilities	28	168	16.67	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	795	1856	42.83	13.95
Targeted Achievement Gap Group	227	755	30.07	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	22	13.64	5.87
Hispanic	14	52	26.92	12.10
White	763	1753	43.53	17.14
Economically Disadvantaged	216	701	30.81	11.02
English Language Learners	5	26	19.23	6.23
Students with Disabilities	26	142	18.31	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	224	231	96.97	92.01	94.00
Targeted Achievement Gap Group	71	77	92.21	88.89	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	618	652	94.79	92.01	94.00
Targeted Achievement Gap Group	191	213	89.67	88.89	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	33.33	
Hispanic	n < 10	n < 10	n < 10	83.33	
White	214	221	96.83	92.59	
Economically Disadvantaged	57	61	93.44	88.89	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	22	25	88.00	92.59	

2015 ESEA DISTRICT REPORT

District: GREENBRIER SCHOOL DISTRICT
LEA: 2303000
Enrollment: 3375

Superintendent: D SPAINHOUR
Attendance 94.00
Poverty Rate: 38.07

Address: #4 SCHOOL DRIVE
Address: GREENBRIER, AR 72058
Phone: (501) 679-4808

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	12
Number of enrolled students with completed EOY only:	14

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



DISTRICT WAIVER REQUEST FORM

District Name: Hamburg School District

Superintendent: Max Dyson

Email Address: mdyson@hsdlions.org

Phone Number: (870) 853-9851 **Submission Date:** 03/08/2016

Name of Charter School(s) Attended by District Students

Portland Elementary School

Waiver Topic: Kindergarten Class Size

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

•

Standards for Accreditation

• 10.02.2

Rationale for Waiver

Portland Elementary currently has 24 students registered for kindergarten for the 2016-2017 school year. Due to the teacher shortage that Southeast Arkansas is currently experiencing, we do not feel like it is educational or financial feasible to hire an additional teacher to teach kindergarten. In addition, we do not have a qualified applicant to fill the position. Our teacher is willing to have 25 students with a highly qualified/trained paraprofessional in her room full time to assist with instruction, supervision, and all responsibilities. During reading and language time, students are divided into small groups where instruction is more individualized. During this time, there could possibly be an additional paraprofessional in the room to help provide interventions, instruction, etc.

The waiver is to grant Hamburg School District permission to have 21-25 students in a kindergarten classroom with a highly qualified/trained paraprofessional for a period of three years, culminating June 30, 2019.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at mary.perry@arkansas.gov. Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at mary.perry@arkansas.gov or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY
APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election-Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors-Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale-Exemptions-Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements-Written personnel policies-Teacher salary schedule
6-17-203	Committees on personnel policies— Members
6-17-208	Written grievance procedure
6-17-302	Principals-Responsibilities
6-17-309	Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license-Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund-Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act Classified
6-17-2301 et seq.	School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy-Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses-Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c){6}	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School library and Media Technology Act
6-25-103	library media services program defined
6-25-104	Library media specialist-Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

HAMBURG SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

June 22, 2016
September 20, 2016

2015-2016 Enrollment	
2 or More Races	18
Asian	0
Black	419
Hispanic	270
Native American/ Native Alaskan	1
Native Hawaiian/ Pacific Islander	0
White	1,185
TOTAL	1,893



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

July 18, 2016

**State Board
of Education**

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Susan Chambers
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Charisse Dean
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Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Max Dyson, Superintendent
Hamburg School District
202 East Parker Street
Hamburg, Arkansas 71646

RE: State Board of Education Decision – July 15, 2016

Dear Superintendent Dyson:

On July 15, 2016, the State Board of Education approved waivers of the following for the Hamburg School District:

Pertaining to teacher licensure –

- Ark. Code Ann. § 6-15-1004, Qualified teachers in every public classroom
- Ark. Code Ann. § 6-17-309, Certification to teach grade or subject matter
- Ark. Code Ann. § 6-17-401, Teacher licensure requirement
- Ark. Code Ann. § 6-17-902, Definition (definition of a teacher as licensed)
- Ark. Code Ann. § 6-17-908, Teachers' salary fund
- Ark. Code Ann. § 6-17-919, Warrants void without valid certification
- Ark. Code Ann. § 6-25-103, Library media services program
- Ark. Code Ann. § 6-25-104, Library media specialist
- Sections 15.03 and 16.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts
- Arkansas Department of Education Rules Governing Educator Licensure

The district must comply with the Arkansas Department of Education Rules Governing Arkansas Qualified Teacher Requirements and special education licensure requirements and must provide teachers appropriate ethics training as supported by the Arkansas Department of Education Professional Licensure Standards Board staff.

The waivers are effective for a one-year period.

Please let me know if you have any questions. I can be reached by phone at (501) 683-5266 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Division of Learning Services

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

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Opportunity
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2015 ESEA DISTRICT REPORT

District: HAMBURG SCHOOL DISTRICT
LEA: 203000
Enrollment: 1935

Superintendent: MAX DYSON
Attendance 95.21
Poverty Rate: 61.09

Address: 202 EAST PARKER STREET
Address: HAMBURG, AR 71646
Phone: (870) 853-9851

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1167	1167	100.00	1235	1236	99.92
Targeted Achievement Gap Group	791	791	100.00	840	841	99.88
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	264	264	100.00	301	301	100.00
Hispanic	160	160	100.00	168	168	100.00
White	732	732	100.00	754	755	99.87
Economically Disadvantaged	771	771	100.00	820	821	99.88
English Language Learners	93	93	100.00	100	100	100.00
Students with Disabilities	102	102	100.00	90	90	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	310	1128	27.48	22.73
Targeted Achievement Gap Group	156	759	20.55	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	21	255	8.24	10.77
Hispanic	44	158	27.85	18.35
White	245	706	34.70	26.04
Economically Disadvantaged	155	739	20.97	17.63
English Language Learners	17	92	18.48	7.64
Students with Disabilities	7	101	6.93	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	211	1192	17.70	13.95
Targeted Achievement Gap Group	101	804	12.56	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	20	290	6.90	5.87
Hispanic	39	166	23.49	12.10
White	152	727	20.91	17.14
Economically Disadvantaged	99	784	12.63	11.02
English Language Learners	17	99	17.17	6.23
Students with Disabilities	6	89	6.74	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	114	119	95.80	81.43	94.00
Targeted Achievement Gap Group	51	55	92.73	82.05	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	315	362	87.02	81.43	94.00
Targeted Achievement Gap Group	181	224	80.80	82.05	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	23	23	100.00	84.21	
Hispanic	12	13	92.31	61.11	
White	79	83	95.18	82.71	
Economically Disadvantaged	42	46	91.30	82.05	
English Language Learners	10	11	90.91	62.96	
Students with Disabilities	n < 10	n < 10	n < 10	74.36	

2015 ESEA DISTRICT REPORT

District: HAMBURG SCHOOL DISTRICT
LEA: 203000
Enrollment: 1935

Superintendent: MAX DYSON
Attendance 95.21
Poverty Rate: 61.09

Address: 202 EAST PARKER STREET
Address: HAMBURG, AR 71646
Phone: (870) 853-9851

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	7
Number of enrolled students with completed EOY only:	3

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

Arkansas Computer Science Standards for Grades 9-12

Computer Science Courses Levels 1 - 4

2016

Arkansas Computer Science Standards for Grades 9-12

Introduction

The Arkansas Computer Science Standards for High School are designed to provide foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Through these standards, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. These standards help students learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers, whether in computer science or in other fields.

Each semester course (level) may be taught with one of three emphases: programming/coding, networking/hardware, or information security. The choice of which emphasis to utilize is a local decision. When teaching the standards with an emphasis in a particular focus, the quantity and content of the standards do not change; the content delivery methods and student project areas shall reflect the chosen emphasis.

The Arkansas State Board of Education (SBE) does not place any pre-requisites on the Arkansas Computer Science High School Courses, but allows for schools to place students in any of the courses based on ability and desire. The Arkansas Department of Education (ADE) recommends that districts develop and formally adopt a written policy outlining placement protocols. Evaluation tools and placement criteria will be the responsibility of the local districts. Though there are no specific course prerequisites, students enrolling in Advanced Programming, Advanced Networking, or Advanced Information Security should understand and be able to apply the content/concepts found within the Arkansas Computer Science Courses Levels 1 - 4.

The SBE and ADE authorize schools to enroll students across levels and emphases in the same sections of the master schedule (a.k.a. stacking) as long as the number of students do not exceed Standards of Accreditation maximums and/or ratios, and the school can reasonably assure a high-quality educational experience for all students within that section.

Implementation of the Arkansas Computer Science Standards for Grades 9-12 begins during the 2017-2018 school year.

Course Titles: Computer Science Levels 1 - 4
Course/Unit Credit: 0.5 Credits per course/level

	Computer Science Level 1	Computer Science Level 2	Computer Science Level 3	Computer Science Level 4
Computer Science with Programming/Coding Emphasis	465010	465020	465030	465040
Mobile Application Development	465310	465320	465330	465340
Networking/Hardware Emphasis	465110	465120	465130	465140
Robotics	465510	465520	N/A	N/A
Information Security Emphasis	465210	465220	465230	465240

Teacher Licensure:

Grades:

Prerequisites:

Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
9-12

There are no ADE established course prerequisites for any of the Computer Science levels; it is up to the local district to determine placement based on student ability.

SBE Draft August 2016

Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

Arkansas Computer Science Standards for High School

Strand	Content Cluster
Computational Thinking and Problem Solving	
	1. Students will analyze problem-solving strategies.
	2. Students will analyze connections between elements of mathematics and computer science.
Data and Information	
	3. Students will store and manipulate data through the use of computing devices.
	4. Students will analyze and interpret data through the use of computing devices.
Algorithms and Programs	
	5. Students will create, evaluate, and modify algorithms.
	6. Students will create programs to solve problems.
Computers and Communications	
	7. Students will analyze the utilization of computers.
	8. Students will analyze resilient, reliable, and adaptable communication methods and systems used to transmit information among computing devices.
	9. Students will utilize appropriate hardware and software.
Community, Global, and Ethical Impacts	
	10. Students will analyze appropriate uses of technology and its social and global impacts.

Notes for the Computer Science Standards for High School document:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. The Practices are intended to be habits of mind for all students and were written broadly in order to apply to all grades. The Practices are not content standards and are not intended to be formally assessed but may be assessed formatively.
3. This Arkansas Department of Education curriculum standards document is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction.
4. Notes found within the document are not approved by the Arkansas State Board of Education, but are provided for clarification of the standards by the Arkansas Department of Education and/or the standards drafting committee. The notes are subject to change as understandings of the standards evolve.

SBE Draft August 2016

Strand: Computational Thinking and Problem Solving
 Content Cluster 1: Students will analyze problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS			
Level 1	Level 2	Level 3	Level 4
CSL1.1.1 Leverage problem-solving strategies to solve problems of level-appropriate complexity	CSL2.1.1 Leverage problem-solving strategies to solve problems of level-appropriate complexity	CSL3.1.1 Leverage problem-solving strategies to solve problems of level-appropriate complexity	CSL4.1.1 Leverage problem-solving strategies to solve problems of level-appropriate complexity
NOTE: Some problem-solving strategies may include but are not limited to recursion, iteration, Agile method, 6-step engineering design process, and waterfall.			
CSL1.1.2 Compare and contrast multiple representations of problem-solving logic	CSL2.1.2 Analyze multiple representations of problem-solving logic	CSL3.1.2 Design multiple representations of problem-solving logic used to solve a problem of appropriate complexity	CSL4.1.2 Critique multiple representations of problem-solving logic used to solve a problem of appropriate complexity
NOTE: Some representation methods may include but are not limited to documentation, backlog, sprints, decision matrix, design brief, flowchart, and pseudocode.			
CSL1.1.3 Analyze and implement collaborative methods in problem solving of level-appropriate complexity	CSL2.1.3 Analyze and implement collaborative methods in problem solving of level-appropriate complexity	CSL3.1.3 Analyze and implement collaborative methods in problem solving of level-appropriate complexity	CSL4.1.3 Analyze and implement collaborative methods in problem solving of level-appropriate complexity
NOTE: Some implementation methods may include but are not limited to paired programming, distributive (divide & conquer), and redundant parallel.			
CSL1.1.4 Recognize processes and techniques for troubleshooting of level-appropriate complexity	CSL2.1.4 Recognize processes and techniques for troubleshooting of level-appropriate complexity	CSL3.1.4 Recognize processes and techniques for troubleshooting of level-appropriate complexity	CSL4.1.4 Recognize processes and techniques for troubleshooting of level-appropriate complexity
NOTE: Some processes and techniques for troubleshooting may include but are not limited to tracing; debugging; identification/removal of malware; and error-classification including syntax, logic, runtime, and off-by-one errors.			
CSL1.1.5 Decompose a problem of level-appropriate complexity into more simple, solvable parts	CSL2.1.5 Decompose a problem of level-appropriate complexity into more simple, solvable parts	CSL3.1.5 Decompose a problem of level-appropriate complexity into more simple, solvable parts	CSL4.1.5 Decompose a problem of level-appropriate complexity into more simple, solvable parts
NOTE for CSL1.1.5 through CSL4.1.5: Solvable parts may include but are not limited to methods, functions, and subroutines with and without parameters.			

Strand: Computational Thinking and Problem Solving

Content Cluster 2: Students will analyze connections between elements of mathematics and computer science.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
CSL1.2.1 Interpret logical expressions using Boolean operators (e.g., AND, NOT, OR, XOR)	CSL2.2.1 Interpret logical expressions using short-circuit evaluation	CSL3.2.1 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.2.1 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.2.2 Classify the types of information that can be stored as variables (e.g., Booleans, characters, integers, floating points, strings)	CSL2.2.2 <i>Continuation of this standard is not specifically included or excluded</i>	CSL3.2.2 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.2.2 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.2.3 Identify mathematical concepts (e.g., random number generation, vocabulary) related to computer science	CSL2.2.3 Recognize the similarities and differences between mathematics and computer science algorithms	CSL3.2.3 Demonstrate basic encryption (e.g., block cipher, Caesar cipher)	CSL4.2.3 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.2.4 <i>This standard is not specifically required until Level 2</i>	CSL2.2.4 Discuss the concept of abstraction	CSL3.2.4 Analyze the concepts of abstraction as modeling and abstraction as encapsulation	CSL4.2.4 Use the concepts of abstraction as modeling and abstraction as encapsulation
CSL1.2.5 <i>This standard is not specifically required until Level 2</i>	CSL2.2.5 Perform simple operations with base ₁₀ , base ₂ , and base ₁₆ numbers	CSL3.2.5 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.2.5 Perform simple operations with base ₁₀ , base ₂ , base ₈ , and base ₁₆ numbers
NOTE for CSL2.2.5 and CSL4.2.5: Some operations may include but are not limited to addition, subtraction, and conversion.			
CSL1.2.6 Demonstrate operator (e.g., +, -, /, %, concatenation) precedence in expressions and statements	CSL2.2.6 Demonstrate operator (e.g., math, pow, sqrt) precedence in expressions and statements	CSL3.2.6 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.2.6 <i>Continuation of this standard is not specifically included or excluded</i>
NOTE for CSL1.2.6 through CSL4.2.6: Some examples of operator precedence and assignment may include but are not limited to inside-out, order of operations, and $x = 1$ is not the same as $1 = x$.			

Strand: Data and Information

Content Cluster 3: Students will store and manipulate data through the use of computing devices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
CSL1.3.1 Define, store, and manipulate primitive data	CSL2.3.1 Define, store, and manipulate linear data	CSL3.3.1 Define, store, and manipulate structured data and objects	CSL4.3.1 Create a program to store and manipulate various data
NOTE for CSL1.3.1 through CSL4.3.1: Primitive data can include, but is not limited to, bool, char, double, float, int. Linear data can include, but is not limited to, arrays, lists, strings, vectors. Structured data can include, but is not limited to, arrays, classes, linked lists, multidimensional arrays, structs, user-defined classes. Objects can include, but are not limited to, constructors, data members, methods, pass-by-value/pass-by-reference parameters. Defining and storing can include, but are not limited to, modifiers such as final, private, protected, public. Manipulating data can include, but is not limited to, arranging (including stacking and queuing), casting, rearranging, sorting.			
CSL1.3.2 Compare and contrast level-appropriate numeric and non-numeric data representations	CSL2.3.2 Compare and contrast level-appropriate numeric and non-numeric data representations	CSL3.3.2 Compare and contrast level-appropriate numeric and non-numeric data representations	CSL4.3.2 Compare and contrast level-appropriate numeric and non-numeric data representations
NOTE for CSL1.3.2 through CSL4.3.2: Topics could include, but are not limited to, analog vs. digital, ASCII/Unicode, bar codes, compression, encoding, light/pixels, size of file vs. data types vs. storage needed, sound wave/sampling.			

Strand: Data and Information

Content Cluster 4: Students will analyze and interpret data through the use of computing devices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
CSL1.4.1 <i>This standard is not specifically required until Level 2</i>	CSL2.4.1 Analyze the degree to which a computer model accurately represents an actual situation (e.g., Conway's Game of Life, population growth, predator-prey)	CSL3.4.1 Critique techniques for creating models, simulations, and generating random numbers to be used for data analysis	CSL4.4.1 Create various models and simulations as predictors for probabilistic scenarios (e.g., flip a coin, random walker, roll a die) and/or real-world scenarios (e.g., city population, predator-prey)
CSL1.4.2 Examine the ability of computing technology to create and process Big Data	CSL2.4.2 Determine an appropriate visual representation for given data	CSL3.4.2 Compare and contrast multiple visual representation tools for given data	CSL4.4.2 <i>Continuation of this standard is not specifically included or excluded</i>
NOTE for CSL1.4.2 through CSL4.4.2: Visual representation tools may include, but are not limited to, spreadsheets, Google Analytics, Python libraries, and other programming language libraries.			
CSL1.4.3 <i>This standard is not specifically required until Level 2</i>	CSL2.4.3 Implement algorithms to perform data analysis (e.g., longest string, maximum, mean, minimum, range)	CSL3.4.3 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.4.3 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Algorithms and Programs

Content Cluster 5: Students will create, evaluate, and modify algorithms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
CSL1.5.1 Construct and evaluate simple expressions using relational and logical operators	CSL2.5.1 Construct and evaluate compound expressions using relational and logical operators	CSL3.5.1 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.5.1 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.5.2 Design and implement algorithms that use sequence and selection including nested ifs (e.g., if, if/else, if/else if, switch-case)	CSL2.5.2 Design and implement algorithms that use sequence, selection, and iteration including nested loops (e.g., for, for each, while, do while)	CSL3.5.2 Design and implement algorithms that use sequence, selection, iteration and recursion	CSL4.5.2 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.5.3 Illustrate the flow of execution of a program including branching and looping	CSL2.5.3 Illustrate the flow of execution of an increasingly complex program including branching and looping	CSL3.5.3 Critically analyze classic search and sort algorithms in different contexts, adapting as appropriate	CSL4.5.3 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.5.4 Evaluate the qualities of level-appropriate algorithms	CSL2.5.4 Evaluate the qualities of level-appropriate algorithms	CSL3.5.4 Evaluate the qualities of level-appropriate algorithms	CSL4.5.4 Evaluate the qualities of level-appropriate algorithms
NOTE for CSL1.5.4 through CSL4.5.4: Evaluation tools can include, but are not limited to, a code review and test cases. Qualities can include correctness, usability, readability, efficiency, portability, and scalability.			
CSL1.5.5 Utilize a systematic approach to detect structural and logic errors	CSL2.5.5 Utilize a systematic approach to detect structural and logic errors	CSL3.5.5 Utilize a systematic approach to detect structural and logic errors	CSL4.5.5 Utilize a systematic approach to detect structural and logic errors

Strand: Algorithms and Programs

Content Cluster 6: Students will create programs to solve problems.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
CSL1.6.1 Create programs to solve problems of level-appropriate complexity applying best practices of program design and format (e.g., descriptive names, documentation, indentation, whitespace)	CSL2.6.1 Create programs to solve problems of level-appropriate complexity applying best practices of program design and format (e.g., descriptive names, documentation, indentation, whitespace)	CSL3.6.1 Create programs to solve problems of level-appropriate complexity applying best practices of program design and format (e.g., descriptive names, documentation, indentation, whitespace)	CSL4.6.1 Create programs to solve problems of level-appropriate complexity applying best practices of program design and format (e.g., descriptive names, documentation, indentation, whitespace)
NOTE for CSL1.6.1 through CSL4.6.1: Problems of varying complexity can include, but are not limited to, encoding, encryption, finding minimum/maximum values, identifying prime numbers, searching and sorting, and solving the Towers of Hanoi.			
CSL1.6.2 Utilize functions/methods/procedures to input, output, and manipulate data with and without parameters	CSL2.6.2 Determine the scope of variables declared in functions/methods/procedures and control structures	CSL3.6.2 Determine the scope of variables and functions/methods/procedures declared in objects (e.g., public, private, encapsulation)	CSL4.6.2 Determine the scope of variables and functions/methods/procedures defined in abstract classes and interfaces (e.g., encapsulation, inheritance, polymorphism)
NOTE for CSL1.6.2 through CSL4.6.2: In conjunction with standards CSL1.3.1 through CSL4.3.1, the goal is to introduce and implement object-oriented programming.			
CSL1.6.3 Create a program that reads from standard input and writes to standard output	CSL2.6.3 Create a program that reads from a file and writes to a file	CSL3.6.3 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.6.3 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.6.4 <i>This standard is not specifically required until Level 4</i>	CSL2.6.4 <i>This standard is not specifically required until Level 4</i>	CSL3.6.4 <i>This standard is not specifically required until Level 4</i>	CSL4.6.4 Explain advantages and disadvantages of various software life cycle processes (e.g., Agile, spiral, waterfall) by participating on software project teams

Strand: Computers and Communications

Content Cluster 7: Students will analyze the utilization of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
<p>CSL1.7.1 <i>This standard is not specifically required until Level 2</i></p>	<p>CSL2.7.1 Characterize how software and/or hardware is used in industry (e.g., business, government, medical, military, sports)</p>	<p>CSL3.7.1 <i>Continuation of this standard is not specifically included or excluded</i></p>	<p>CSL4.7.1 Utilize software and/or hardware to solve various industry-based problems</p>
<p>CSL1.7.2 Identify desired technical and soft skills (e.g., collaboration, communication, problem solving, teamwork) that can be enhanced by computer science</p>	<p>CSL2.7.2 Discuss technical and soft skills honed by computer science</p>	<p>CSL3.7.2 Demonstrate technical and soft skills honed by computer science</p>	<p>CSL4.7.2 Demonstrate technical and soft skills honed by computer science</p>
<p>CSL1.7.3 Discuss diverse careers that are influenced by computer science and its availability to all regardless of background</p>	<p>CSL2.7.3 Analyze a historical timeline of computers and technology</p>	<p>CSL3.7.3 Explore advancing and emerging technologies (e.g., Artificially Intelligent Agents, Robotics, Internet of Things [IoT])</p>	<p>CSL4.7.3 Explain how cutting-edge technology may affect the way business is conducted in the future (e.g., eCommerce, entrepreneurship, payment methods, business responsibilities)</p>

Strand: Computers and Communications

Content Cluster 8: Students will analyze resilient, reliable, and adaptable communication methods and systems used to transmit information among computing devices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
CSL1.8.1 Utilize networks to perform level-appropriate tasks	CSL2.8.1 Utilize networks to perform level-appropriate tasks	CSL3.8.1 Utilize networks to perform level-appropriate tasks	CSL4.8.1 Utilize networks to perform level-appropriate tasks
CSL1.8.2 Discuss the role of internet service providers (ISP) in providing connectivity	CSL2.8.2 Discuss the hierarchical nature of networks, subnetworks, and the Internet	CSL3.8.2 Analyze how the nature of networks allow for a continual increase in the number of devices	CSL4.8.2 Research projects that utilize the power created through the networking of computers to solve level-appropriate problems
CSL1.8.3 Compare and contrast local area networks (LAN) and wide area networks (WAN)	CSL2.8.3 Identify various common topologies utilized in network implementations	CSL3.8.3 Analyze the tradeoffs of implementing various common topologies	CSL4.8.3 Analyze the tradeoffs of implementing increasingly complex topologies
CSL1.8.4 <i>This standard is not specifically required until Level 2</i>	CSL2.8.4 Identify digital and physical methods used to secure networks	CSL3.8.4 Discuss digital and physical methods used to secure networks	CSL4.8.4 Design a practical, efficient, and secure network solution (e.g., small office network)
CSL1.8.5 Identify common network protocols (e.g., DNS, HTTP/HTTPS, SMTP/POP/IMAP, Telnet/SSH)	CSL2.8.5 Compare and contrast common network protocols (e.g., DNS, HTTP/HTTPS, SMTP/POP/IMAP, Telnet/SSH)	CSL3.8.5 Analyze the Open Systems Interconnect (OSI) Model layers 1-7	CSL4.8.5 Map network operations to the OSI Model

Strand: Computers and Communications

Content Cluster 9: Students will utilize appropriate hardware and software.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
CSL1.9.1 Compare and contrast computer programming paradigms and languages (e.g., text-based, visual, high-level, low-level, object-oriented)	CSL2.9.1 Compare and contrast the tradeoffs between compiled and interpreted languages	CSL3.9.1 Discuss considerations when programming for multiple computing platforms (e.g., desktop, mobile, web)	CSL4.9.1 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.9.2 Discuss version control and Integrated Development Environments (IDE)	CSL2.9.2 Use the debugger in an IDE	CSL3.9.2 Use collaboration tools in a group software project (e.g., cloud-based software)	CSL4.9.2 Use version control systems
CSL1.9.3 Classify layers of software (e.g., applications, drivers, operating systems) within various platforms	CSL2.9.3 <i>Continuation of this standard is not specifically included or excluded</i>	CSL3.9.3 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.9.3 <i>Continuation of this standard is not specifically included or excluded</i>
CSL1.9.4 Identify hardware components (e.g., input/output devices, internal organization of a computer, storage devices) of computing technology within various platforms	CSL2.9.4 <i>Continuation of this standard is not specifically included or excluded</i>	CSL3.9.4 <i>Continuation of this standard is not specifically included or excluded</i>	CSL4.9.4 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Community, Global, and Ethical Impacts

Content Cluster 10: Students will analyze appropriate uses of technology and its social and global impacts

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS.			
Level 1	Level 2	Level 3	Level 4
<p>CSL1.10.1 Categorize the risks associated with the utilization and implementation of digital technology</p> <ul style="list-style-type: none"> • Legal • Physical • Psychological • Social <p>NOTE: Legal issues include but are not limited to access, AFTRA, copyright, FAA, FCC, hacking, intellectual property, licensure, local computer-use policy, piracy, and plagiarism.</p>	<p>CSL2.10.1 Discuss the effects associated with the use of social media (e.g., global communication, hiring, incarceration, termination)</p>	<p>CSL3.10.1 Explain conflicting issues related to creating and enforcing cyber-related laws and regulations (e.g., ethical challenges, policy vacuum, privacy vs. security, unintended consequences)</p>	<p>CSL4.10.1 Formulate solutions that address the risks associated with extensive use and implementation of digital technology</p>
<p>CSL1.10.2 Discuss issues related to personal security</p>	<p>CSL2.10.2 Identify components of a digital footprint (e.g., active and passive data) and the lasting impact</p>	<p>CSL3.10.2 Explore the inverse relationship between online privacy and personal security (e.g., convenience and accessibility, data mining, digital marketing, online wallets, theft of personal information)</p>	<p>CSL4.10.2 <i>Continuation of this standard is not specifically included or excluded</i></p>
<p>CSL1.10.3 <i>This standard is not specifically required until Level 2</i></p>	<p>CSL2.10.3 <i>Continuation of this standard is not specifically included or excluded</i></p>	<p>CSL3.10.3 Describe the beneficial and intrusive aspects of advancing and emerging technologies (e.g., Artificially Intelligent Agents, IoT, Robotics, self-aware, Skynet)</p>	<p>CSL4.10.3 Identify the ethical and moral implications encountered in managing and curating knowledge (e.g., harvesting, information overload, knowledge management reposting, sharing, summarizing)</p>

Appendix 1: Computer Science: Mobile Applications Development

This appendix contains exceptions that apply to the teaching of Mobile Applications Development under the High School Computer Science standards. Students enrolled in Computer Science Mobile Applications Development at any level, must receive instruction in all High School Computer Science Standards within the CS level to which the MAD course appends. The following exceptions apply to the standard indicated and modify the requirements of that standard only, all other standards within that level must be taught as presented above, and any additional standards specific to MAD will be listed at the end of the exceptions.

High School Computer Science Level 1: Mobile Applications Development Level 1	
CSL1.5.3	To meet this standard a visual programming environment should be used.
CSL1.6.1	To meet this standard multiple applications for Android or iOS should be developed.
CSL1.7.2	To meet this standard, skills for employment and various roles (e.g., developer, graphic designer, project manager, team leader, quality assurance) required by app development companies should be identified.
CSL1.9.2	To meet this standard an introductory discussion must include: <ul style="list-style-type: none"> • A basic visual programming environment (e.g, Scratch, Alice), • Android based visual and drag-and-drop programming environment (e.g., App Inventor), and • IOS based visual and drag-and-drop programming environment (e.g., App Lab, Game Salad).
CSL1.9.3	To meet this standard top apps/genres must be compared.
CSL1.9.4	To meet this standard Android or IOS devices and their components (e.g., sensors, input/output, interface elements) must be included.
CSL1.11.1 (addition)	Explore the Apple or Android developer website and determine steps to become a developer.
High School Computer Science Level 2: Mobile Applications Development Level 2	
CSL2.5.2	To meet this standard both drag and drop and text-based programming paradigms should be used.
CSL2.6.1	To meet this standard, applications should be development for a different platform than was used in Level 1 (e.g., iOS vs. Android) or at least two platforms if MAD Level 1 was not taken.
CSL2.9.2	To meet this standard a text-based IDE must be used (e.g., Eclipse, xCode).
High School Computer Science Level 3: Mobile Applications Development Level 3	
For all applicable CSL3 standards	In order to meet the standards of Level 3, a text-based mobile application environment should be used for either an Android or iOS platform.

High School Computer Science Level 4: Mobile Applications Development Level 4	
CSL4.1.5	To meet this standard the "is-a" and "has-a" object oriented concepts must be explored.
CSL4.3.1	To meet this standard, implement: <ul style="list-style-type: none"> • A model class for tracking user input, and • A controller and viewer for application.
CSL4.6.1	To meet this standard: <ul style="list-style-type: none"> • Identify touch events (e.g., begin, canceled, end, move), • Create touch-event applications, and • Create code to clear screen in application.
CSL4.11.1 (addition)	Find and use the appropriate APIs and documentation to create various basic mobile applications for iOS or Android devices.

Appendix 2: Computer Science: Robotics

This appendix contains exceptions that apply to the teaching of Robotics under the High School Computer Science standards. Students enrolled in Computer Science Robotics at any level, must receive instruction in all High School Computer Science Standards within the CS level to which the Robotics course appends. The following exceptions apply to the standard indicated and modify the requirements of that standard only, all other standards within that level must be taught as presented above, and any additional standards specific to Robotics will be listed at the end of the exceptions.

High School Computer Science Level 1: Robotics Level 1	
CSL1.1.1	To meet this standard, focus must be on creating the plans, drawings and algorithms that describe the product, process or system that will be implemented.
CSL1.1.4	(e.g., com port, computer interface, driver installations, hardware, micro-controller interface, system disconnect, wiring)
CSL1.7.3	To meet this standard, focus must be on careers in robotics
CSL1.9.2	To meet this standard, choose an IDE that correlates to the Robot's system language (e.g., RobotC, C++, JAVA, C#, Python)
CSL1.9.4	To meet this standard, describe and discuss microcontrollers and their varied uses (e.g., Lego brick, VEX ARM, Arduino)
High School Computer Science Level 2: Robotics Level 2	
CSL2.1.4	(e.g., com port, computer interface, driver installations, hardware, micro-controller interface, system disconnect, wiring).
CSL2.2.6	Demonstrate operator (e.g., math, pow, sqrt) precedence in expressions and statements as correlated to movement of the robot.
CSL2.3.1	Define, store, and manipulate linear data through sensor data.
CSL2.4.1	(e.g., crowd dynamic studies, look for patterns through sensory feedback).
CSL2.6.2	NOTE for CSL2.6.2: Additional sensors may be necessary to increase functionality (e.g., light, sound, temperature).
CSL2.6.3	NOTE for CSL2.6.3 Additional sensors may be necessary to keep a log file.
CSL2.7.2	Discuss technical and soft skills honed by computer science as related to robotics
CSL2.8.1	(e.g., Bluetooth, additional sensors/components may be required, Wi-Fi)
CSL2.8.4	To meet this standard, discussions must include circuit pathways and logic.
CSL2.10.1	Discuss the effects associated with the use of social media and robotic technology (e.g., drones, global communication, hiring, incarceration, privacy issues termination)

Contributors

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Arkansas Computer Science Standards for Grades 9-12

Advanced Programming

2016

Advanced Programming

Introduction

The Arkansas Advanced Programming Course focuses on the skills necessary to design and develop reliable programs and software. Through these standards, students will explore, apply, and advance toward mastery of data structures and algorithms, data representation, algorithm design, and program efficiency. Students will accomplish tasks and solve problems independently and collaboratively with the tools and skills needed to be successful in college and careers.

The Arkansas State Board of Education (SBE) does not place any pre-requisites on the Arkansas Computer Science High School Courses, but allows for schools to place students in any of the courses based on ability and desire. The Arkansas Department of Education (ADE) recommends that districts develop and formally adopt a written policy outlining placement protocols. Evaluation tools and placement criteria will be the responsibility of the local districts. Though there are no specific course prerequisites, students enrolling in Advanced Programming, Advanced Networking, or Advanced Information Security should understand and be able to apply the content/concepts found within the Arkansas Computer Science Courses Levels 1 - 4.

The SBE and ADE authorizes schools to enroll students across levels and emphases in the same sections of the master schedule (a.k.a. stacking) as long as the number of students do not exceed Standards of Accreditation maximums and/or ratios, and the school can reasonably assure a high-quality educational experience for all students within that section.

Implementation of the Arkansas Computer Science Standards for Grades 9-12 begins during the 2017-2018 school year.

	Advanced Programming Level 1	Advanced Programming Level 2
Advanced Programming	465050	465060
Game Design	465650	465660

Course Title: Advanced Programming Levels 1 & 2
Course/Unit Credit: 0.5 Credits per Course/level

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12
Prerequisites: There are no ADE established course prerequisites for any of the Computer Science levels; it is up to the local district to determine placement based on student ability.

Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

Advanced Programming

Strand	Content Cluster
Computational Thinking and Problem Solving	
	1. Students will analyze problem-solving strategies.
	2. Students will solve problems cooperatively and collaboratively.
Data and Information	
	3. Students will analyze various ways in which data is represented.
	4. Students will collect, arrange, and represent data.
	5. Students will interpret and analyze data and information.
Algorithms and Programs	
	6. Students will create, evaluate, and modify algorithms.
	7. Students will create programs to solve problems.
Computers and Communications	
	8. Students will analyze various components and functions of computers.
Community, Global, and Ethical Impacts	
	9. Students will analyze appropriate uses of technology.

Notes for the Computer Science Standards for High School document:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. The Practices are intended to be habits of mind for all students and were written broadly in order to apply to all grades. The Practices are not content standards and are not intended to be formally assessed but may be assessed formatively.
3. This Arkansas Department of Education curriculum standards document is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction.
4. Notes found within the document are not approved by the Arkansas State Board of Education, but are provided for clarification of the standards by the Arkansas Department of Education and/or the standards drafting committee. The notes are subject to change as understandings of the standards evolve.

SBE Draft August 2016

Strand: Computational Thinking and Problem Solving
 Content Cluster 1: Students will analyze problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.1.1 Judge the effectiveness of several different problem-solving strategies (e.g., look for a pattern, try a simpler case, work backwards) and determine the most effective solution for a given problem	APL2.1.1 <i>Continuation of this standard is not specifically included or excluded</i>
APL1.1.2 Utilize an abstract model (e.g., computational model, computer model) to simulate a system by reproducing behavior of a system	APL2.1.2 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Computational Thinking and Problem Solving
 Content Cluster 2: Students will solve problems cooperatively and collaboratively.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.2.1 Utilize an appropriate development life cycle process (e.g., spiral, waterfall) as a member of a development team for a given project (e.g., community service project, real world) of level-appropriate complexity	APL2.2.1 Utilize an appropriate development life cycle process (e.g., spiral, waterfall) while building a development team for a given project (e.g., community service project, real world) of level-appropriate complexity
APL1.2.2 Observe global collaboration in the development of a computational artifact (e.g., review the process through which an open-source software project hosted on GitHub has improved over time)	APL2.2.2 Contribute to global collaboration in the development of a computational artifact (e.g., assist in resolving a bug in an open-source software project hosted on GitHub)

Strand: Data and Information

Content Cluster 3: Students will analyze various ways in which data is represented.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.3.1 Compare the differences in ways level-appropriate data structures (e.g., graphs, linked lists, maps, queues, sets, stacks, trees) organize data	APL2.3.1 Compare the differences in ways level-appropriate data structures (e.g., graphs, linked lists, maps, queues, sets, stacks, trees) organize data
APL1.3.2 <i>This standard is not specifically required until Level 2</i>	APL2.3.2 Compare media formats (e.g., graphics, sounds) for traits such as lossiness and compression performance

Strand: Data and Information

Content Cluster 4: Students will collect, arrange, and represent data.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.4.1 Select and use data structures (e.g., graphs, linked lists, maps, queues, sets, stacks, trees) based on functionality, storage, and performance tradeoffs	APL2.4.1 Implement data structures (e.g., graphs, linked lists, maps, queues, sets, stacks, trees) to support the creation of larger computational artifacts
APL1.4.2 Create and populate tables in databases	APL2.4.2 <i>Continuation of this standard is not specifically included or excluded</i>
APL1.4.3 <i>This standard is not specifically required until Level 2</i>	APL2.4.3 Use various data collection techniques for different types of problems (e.g., system sensors, mobile device GPS, open data sets, social media data sets, user surveys)

Strand: Data and Information

Content Cluster 5: Students will interpret and analyze data and information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.5.1 Issue queries against databases to glean meaning from stored data	APL2.5.1 Discuss real-world data sources that can be mined to produce new knowledge

Strand: Algorithms and Programs

Content Cluster 6: Students will create, evaluate, and modify algorithms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.6.1 Evaluate multiple classical algorithms in terms of time and space complexities (e.g., Big O notation)	APL2.6.1 Evaluate multiple student-created algorithms in terms of time and space complexities (e.g., Big O notation)
APL1.6.2 Develop algorithms to solve student-identified problems of appropriate complexity	APL2.6.2 Develop algorithms to solve student-identified problems of appropriate complexity
APL1.6.3 Decompose problems of appropriate complexity into well-defined steps to produce computational artifacts	APL2.6.3 Decompose problems of appropriate complexity into well-defined steps to produce computational artifacts

Strand: Algorithms and Programs

Content Cluster 7: Students will create programs to solve problems.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.7.1 Demonstrate code reuse by creating programming solutions using level-appropriate libraries and application program interfaces (API) (e.g., graphics libraries, maps)	APL2.7.1 Demonstrate code reuse by creating programming solutions using level-appropriate libraries and APIs (e.g., graphics libraries, maps)
APL1.7.2 <i>This standard is not specifically required until Level 2</i>	APL2.7.2 Break a large system down into progressively smaller classes or objects that are responsible for some part of the problem domain
APL1.7.3 Create programs to solve problems of level-appropriate complexity	APL2.7.3 Create programs to solve problems of level-appropriate complexity

Strand: Computers and Communications

Content Cluster 8: Students will analyze various components and functions of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.8.1 Investigate the functionality of various hardware components (e.g., game controllers, input and output devices, robotics components, sensors)	APL2.8.1 Integrate various hardware components (e.g., game controllers, input and output devices, robotics components, sensors) as they relate to student-developed computational artifacts

Strand: Community, Global, and Ethical Impacts

Content Cluster 9: Students will analyze appropriate uses of technology.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
APL1.9.1 Investigate the role and impact of laws and regulations on the development and use of software (e.g., privacy, security)	APL2.9.1 Clarify the role and impact of laws and ethical decisions of student-led projects
APL1.9.2 Evaluate security issues that lead to compromised computer programs (e.g., circular references, lack of error checking and field size checking)	APL2.9.2 Implement security policies by comparing encryption and authentication strategies (e.g., safeguarding keys, secure coding)
APL1.9.3 Use an ethical decision-making process to justify decisions made in creating computational artifacts	APL2.9.3 Defend an ethical decision-making process to justify decisions made in creating computational artifacts

Appendix 1: Advanced Programming: Game Design

This appendix contains exceptions that apply to the teaching of Game Design under the High School Computer Science Advanced Programming standards. Students enrolled in Computer Science Game Design at any level, must receive instruction in all High School Computer Science Advanced Programming Standards within the Advanced Programming level to which the Game Design course appends. The following exceptions apply to the standard indicated and modify the requirements of that standard only, all other standards within that level must be taught as presented above, and any additional standards specific to Game Design will be listed at the end of the exceptions.

High School Computer Science Advanced Programming Level 1: Game Design Level 1	
APL1.1.2	To meet this standard, include physics and mathematics principles for game mechanics.
APL1.7.1	To meet this standard, include the function of a game engine and supporting libraries.
APL1.8.1	Investigate the functionality of various hardware components as they relate to modern game design (e.g., game controllers, GPU acceleration, input and output devices such as sensors, robotics components, virtual reality).
APL1.9.1	To meet this standard, include game rating system (ESRB) and copyright laws concerning assets.
APL1.10.1	Compare and contrast game elements present in board games and digital representations.
APL1.10.2	Describe how the parts of a game contribute to its overall behavior (e.g., addiction, balance, character, enjoyment factor, goal, immersion, interactive, level, movement, replay value, rules, score, story, theme, victory/goal conditions).
APL1.10.3	Describe the core areas of digital game design: <ul style="list-style-type: none">• Characters and Development• Core Mechanics• Gameplay Modes• Game World• Level Design• Mode Elaboration• Story Elaboration
APL1.10.4	Describe the concept of a game loop in digital games.
APL1.10.5	Describe the functions of a game engine and supporting libraries (eg. images, sounds, sprites, text effects)
APL1.10.6	Discuss common asset creation techniques (e.g., images, music, sounds, 3-D models)
APL1.10.7	Classify the roles and responsibilities of each member on a game design team <ul style="list-style-type: none">• Artist/Animation• Audio• Designer• Producer• Programmers• Project manager• Quality Assurance

APL1.10.8	Summarize the history of games and their significance to digital games
APL1.10.9	Summarize the role of play in human culture
High School Computer Science Advanced Programming Level 2: Game Design Level 2	
APL2.7.1	To meet this standard, include the function of a game engine and supporting libraries.
APL2.10.1	Design a game following the core areas of digital design (e.g. level maps, rules, script writing, storyboarding, storytelling).
APL2.10.2	Use concepts related to updating and drawing within the game loop.
APL2.10.3	Utilize custom assets for a game.
APL2.10.4	Discuss diverse careers that are available for game designers and their educational requirements.
APL2.10.5	Identify the hard and soft skills required to be an effective game design team member (e.g., analytical competence, creativity, initiative, punctuality, teamwork).
APL2.10.6	Explore advancing and emerging technologies (e.g., artificially intelligent agents, robotics) as they relate to game design.

Contributors

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Arkansas Computer Science Standards for Grades 9-12

Advanced Networking

2016

Advanced Networking

Introduction

The Arkansas Advanced Networking course focuses on the skills necessary to design, develop, and maintain reliable and secure services, devices, and applications in various networked environments. Through these standards, students will explore, apply, and advance toward mastery of network analysis through troubleshooting, administration, and efficiency. Students will accomplish tasks and solve problems independently and collaboratively with the tools and skills needed to be successful in college and careers.

The Arkansas State Board of Education (SBE) does not place any pre-requisites on the Arkansas Computer Science High School Courses, but allows for schools to place students in any of the courses based on ability and desire. The Arkansas Department of Education (ADE) recommends that districts develop and formally adopt a written policy outlining placement protocols. Evaluation tools and placement criteria will be the responsibility of the local districts. Though there are no specific course prerequisites, students enrolling in Advanced Programming, Advanced Networking, or Advanced Information Security should understand and be able to apply the content/concepts found within the Arkansas Computer Science Courses Levels 1 - 4.

The SBE and ADE authorizes schools to enroll students across levels and emphases in the same sections of the master schedule (a.k.a. stacking) as long as the number of students do not exceed Standards of Accreditation maximums and/or ratios, and the school can reasonably assure a high-quality educational experience for all students within that section.

Implementation of the Arkansas Computer Science Standards for Grades 9-12 begins during the 2017-2018 school year.

Course Title: 465150 - Advanced Networking Level 1
465160 - Advanced Networking Level 2

Course/Unit Credit: 0.5 Credits per Course

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12
Prerequisites: There are no ADE established course prerequisites for any of the Computer Science levels; it is up to the local district to determine placement based on student ability.

Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

Advanced Networking

Strand	Content Cluster
Computational Thinking and Problem Solving	
	1. Students will analyze problem-solving strategies.
	2. Students will analyze connections between elements of mathematics and computer science.
	3. Students will solve problems cooperatively and collaboratively.
Data and Information	
	4. Students will analyze various ways in which data is accessed.
	5. Students will collect, interpret, and analyze data and information.
Computers and Communications	
	6. Students will analyze the utilization of network devices.
	7. Students will analyze various networking media types and topologies.
	8. Students will design and implement a local area network to host a network service.
Community, Global, and Ethical Impacts	
	9. Students will analyze appropriate uses of technology.

Notes for the Computer Science Standards for High School document:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. The course strands, content clusters, and the content standards are to be taught in an integrated manner, not in isolation.
3. The Practices are intended to be habits of mind for all students and were written broadly in order to apply to all grades. The Practices are not content standards and are not intended to be formally assessed but may be assessed formatively.
4. This Arkansas Department of Education curriculum standards document is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction.
5. Notes found within the document are not approved by the Arkansas State Board of Education, but are provided for clarification of the standards by the Arkansas Department of Education and/or the standards drafting committee. The notes are subject to change as understandings of the standards evolve.

SBE Draft August 2016

Strand: Computational Thinking and Problem Solving
 Content Cluster 1: Students will analyze problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.1.1 Interpret and follow graphically illustrated processes (e.g., flow charting, network map)	ANL2.1.1 Illustrate processes graphically (e.g., flow charting, network map)
ANL1.1.2 Define and identify network problems (e.g., test network cables/configuration)	ANL2.1.2 Identify and resolve networking problems (e.g., test network cables/configuration)
ANL1.1.3 Identify best method for problem solving various scenarios	ANL2.1.3 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Computational Thinking and Problem Solving
 Content Cluster 2: Students will analyze connections between elements of mathematics and computer science.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.2.1 Perform operations with base ₁₀ , base ₂ , base ₈ , and base ₁₆ numbers as they relate to networking concepts (e.g., packet transmission, subnet masking)	ANL2.2.1 Perform operations with base ₁₀ , base ₂ , base ₈ , and base ₁₆ numbers as they relate to networking concepts
ANL1.2.2 Describe limitations of addressing systems (e.g., IPv4 address scarcity vs. IPv6 limitations, 32 vs. 64 bit systems)	ANL2.2.2 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Computational Thinking and Problem Solving
 Content Cluster 3: Students will solve problems cooperatively and collaboratively.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.3.1 Analyze tradeoffs of collaborative and cooperative problem solving when performing various networking activities	ANL2.3.1 Design and complete a group-based networking project

Strand: Data and Information

Content Cluster 4: Students will analyze various ways in which data is accessed.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.4.1 Analyze various data storage methods (e.g., cloud, local, network)	ANL2.4.1 Design a multi-user storage solution
ANL1.4.2 Differentiate between types of access (e.g., internal/external accessibility)	ANL2.4.2 Select ideal access scheme for various situations (e.g., case studies)

Strand: Data and Information

Content Cluster 5: Students will collect, interpret, and analyze data and information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.5.1 Analyze various tools used for network analysis (e.g., Ethereal, ping, traceroute)	ANL2.5.1 Collect and interpret data from a network using various tools
ANL1.5.2 Identify various data being represented in network analysis	ANL2.5.2 Describe network operations when provided with network traffic from live or simulated sources

Strand: Computers and Communications
 Content Cluster 6: Students will analyze the utilization of network devices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.6.1 Analyze the client-server relationship including, but not limited to: <ul style="list-style-type: none"> • how the relationship of clients and server hierarchy extends both above and below the user level • how networks act as clients to an “upstream” network and as a server to “downstream” users, • how each layer of the OSI model supports the services below it and the layers above 	ANL2.6.1 Analyze the basics of load-balancing technologies
ANL1.6.2 Describe differences among various network devices (e.g., hub, router, switch)	ANL2.6.2 Select the most appropriate network device for a given role

Strand: Computers and Communications
 Content Cluster 7: Students will analyze various networking media types and topologies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.7.1 Analyze various networking media (e.g., amateur radio, copper, fiber, infrared, Wi-Fi)	ANL2.7.1 Analyze tradeoffs associated with various media (e.g., bandwidth, cost, distance, noise)
ANL1.7.2 Identify common network topologies (e.g., contention, time slot, token)	ANL2.7.2 Analyze tradeoffs of various network topologies

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN A PROJECT BASED TASK OF BOTH ADMINISTRATION AND NETWORK SERVICES	
Level 1	Level 2
<p>ANL1.8.1 Install, configure, and administer a server including the following tasks:</p> <ul style="list-style-type: none"> • Research server software requirements (e.g., email, filer, game, virtual services, web) • Install and configure server operating system (virtual or physical) • Apply appropriate server security • Install and configure server software (e.g., Apache, Exchange, Internet Information Services, Openfiler, Samba, Sendmail, Virtualbox, VMware,) • Install and configure supporting services (e.g., Dynamic Host Configuration Protocol [DHCP], Domain Name System [DNS]) • Explain domain name registration process • Describe propagation of DNS authoritative records • Ensure and maintain availability of services 	<p>ANL2.8.1 Install, configure, and administer a server including the following tasks:</p> <ul style="list-style-type: none"> • Research server software requirements (e.g., email, filer, game, virtual services, web) • Install and configure server operating system (virtual or physical) • Apply appropriate server security • Install and configure server software (e.g., Apache, Exchange, Internet Information Services, Openfiler, Samba, Sendmail, Virtualbox, VMware,) • Install and configure supporting services (e.g., Dynamic Host Configuration Protocol [DHCP], Domain Name System [DNS]) • Explain domain name registration process • Describe propagation of DNS authoritative records • Ensure and maintain availability of services
<p>NOTE for ANL1.8.1 and ANL2.8.1: Students who install, configure, and administer a server as part of their Level 1 work may be allowed to continue expanding their Level 2 knowledge by using that server installation. The intent is to provide students the opportunity to select a network service(s) to provide to multiple users. Servers need not be externally available, but should provide adequate challenge and opportunity for learning.</p>	
<p>ANL1.8.2 Install, configure, and administer a network addressing the following:</p> <ul style="list-style-type: none"> • Explain concepts of Voice over Internet Protocol (VoIP) networks implementation (e.g., Power-over-Ethernet [PoE], Private Branch Exchange [PBX] configuration, Quality of Service [QoS], Virtual LAN [VLAN], video) • Analyze VLAN configuration (e.g., network segmentation, reasons) • Discuss considerations for QoS configuration • Identify uses for PoE to power network devices, including but not limited to the necessity of power injector and operation • Analyze common cable standard for cat5/cat6 cables (e.g., crossover, patch, straight through) • Demonstrate process of cable punch down for patch panels, wall jacks • Describe proper cable placement and cable management best practices • Explain operation of Network Address Translation (NAT) • Describe internal/external access as it related to Firewall operation • Discuss various Routing Types (e.g., distance, reliability, bandwidth) • Explain fundamentals of switch management 	<p>ANL2.8.2 Install, configure, and administer a network addressing the following:</p> <ul style="list-style-type: none"> • Explain concepts of Voice over Internet Protocol (VoIP) networks implementation (e.g., Power-over-Ethernet [PoE], Private Branch Exchange [PBX] configuration, Quality of Service [QoS], Virtual LAN [VLAN], video) • Analyze VLAN configuration (e.g., network segmentation, reasons) • Discuss considerations for QoS configuration • Identify uses for PoE to power network devices, including but not limited to the necessity of power injector and operation • Analyze common cable standard for cat5/cat6 cables (e.g., crossover, patch, straight through) • Demonstrate process of cable punch down for patch panels, wall jacks • Describe proper cable placement and cable management best practices • Explain operation of Network Address Translation (NAT) • Describe internal/external access as it related to Firewall operation • Discuss various Routing Types (e.g., distance, reliability, bandwidth) • Explain fundamentals of switch management

Strand: Community, Global, and Ethical Impacts

Content Cluster 9: Students will analyze appropriate uses of technology.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
ANL1.9.1 Recognize social impact of software piracy, plagiarism, and intellectual property theft	ANL2.9.1 <i>Continuation of this standard is not specifically included or excluded</i>
ANL1.9.2 Compare values of open-source and closed-source software development models	ANL2.9.2 <i>Continuation of this standard is not specifically included or excluded</i>
ANL1.9.3 Explore legitimate and illegitimate uses of file sharing networks (e.g., BitTorrent, CDNs)	ANL2.9.2 <i>Continuation of this standard is not specifically included or excluded</i>

2672

Contributors

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Arkansas Computer Science Standards for High School

Advanced Information Security

2016

Advanced Information Security

Introduction

The Arkansas Advanced Information Security Standards focus on the skills necessary to identify, understand, and analyze threats to the digital and physical security of systems. Through these standards, students will explore, apply, and advance toward mastery of the design and implementation of security protocols and policies. Students will ensure system and data integrity through troubleshooting, administration, auditing, and efficiency. Students will accomplish tasks and solve problems independently and collaboratively with the tools and skills needed to be successful in college and careers.

The Arkansas State Board of Education (SBE) does not place any pre-requisites on the Arkansas Computer Science High School Courses, but allows for schools to place students in any of the courses based on ability and desire. The Arkansas Department of Education (ADE) recommends that districts develop and formally adopt a written policy outlining placement protocols. Evaluation tools and placement criteria will be the responsibility of the local districts. Though there are no specific course prerequisites, students enrolling in Advanced Programming, Advanced Networking, or Advanced Information Security should understand and be able to apply the content/concepts found within the Arkansas Computer Science Courses Levels 1 - 4.

The SBE and ADE authorizes schools to enroll students across levels and emphases in the same sections of the master schedule (a.k.a. stacking) as long as the number of students do not exceed Standards of Accreditation maximums and/or ratios, and the school can reasonably assure a high-quality educational experience for all students within that section.

Implementation of the Arkansas Computer Science Standards for Grades 9-12 begins during the 2017-2018 school year.

Course Title: 465050 - Advanced Information Security Level 1
465060 - Advanced Information Security Level 2

Course/Unit Credit: 0.5 Credits per Course

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There are no ADE established course prerequisites for any of the Computer Science levels; it is up to the local district to determine placement based on student ability.

Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

Advanced Information Security

Strand	Content Cluster
Computational Thinking and Problem Solving	
	1. Students will analyze vulnerabilities and problem-solving strategies.
	2. Students will analyze connections between elements of mathematics and computer science.
	3. Students will solve problems cooperatively and collaboratively.
Data and Information	
	4. Students will analyze various ways in which data is represented.
	5. Students will encrypt and recover data.
	6. Students will analyze server and cloud security.
Computers and Communications	
	7. Students will utilize appropriate digital tools for various applications.
	8. Students will analyze various network components and functions of computers.
Community, Global, and Ethical Impacts	
	9. Students will analyze appropriate uses of technology.

2677

Notes for the Computer Science Standards for High School document:

1. The examples given (e.g.,) are suggestions to guide the instructor.
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3. This Arkansas Department of Education curriculum standards document is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction.
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SBE Draft August 2016

Strand: Computational Thinking and Problem Solving

Content Cluster 1: Students will analyze vulnerabilities and problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.1.1 Identify potential security holes and breaches in network and software	AISL2.1.1 Create policies that address security holes and breaches in network and software
AISL1.1.2 Identify various methods that can be used to attack cryptographic primitives in order to deduce the decryption key and/or extract plaintext from ciphertext	AISL2.1.2 Demonstrate passive attacks on encrypted data to either deduce the decryption key and/or extract plaintext from ciphertext
AISL1.1.3 Identify various injection techniques (e.g., buffer overflow, cross-site scripting [XSS], Structured Query Language [SQL] injection)	AISL2.1.3 Propose potential solutions to responsible parties, if a security exploit is found
AISL1.1.4 Recognize malicious behavior or website vulnerability to injection-based attacks	AISL2.1.4 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Computational Thinking and Problem Solving

Content Cluster 2: Students will analyze connections between elements of mathematics and computer science.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.2.1 Identify various cryptographic primitives (e.g., public-key primitives, symmetric-key primitives, unkeyed primitives)	AISL2.2.1 Describe various cryptographic primitives (e.g., public-key primitives, symmetric-key primitives, unkeyed primitives)
AISL1.2.2 Compare complexity of common cryptographic algorithms	AISL2.2.2 Describe mathematical complexity of common cryptographic algorithms
AISL1.2.3 Analyze the mathematical basis for various password complexity requirements	AISL2.2.3 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Computational Thinking and Problem Solving
 Content Cluster 3: Students will solve problems cooperatively and collaboratively.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.3.1 Review state and federal laws pertaining to security audit processes	AISL2.3.1 Discuss processes of creating a business agreement for security audit process
AISL1.3.2 Review industry best practices for network security	AISL2.3.2 Create a comprehensive network security policy or serve on security policy committee (e.g., peer review policies)
AISL1.3.3 Audit security policies	AISL2.3.3 Participate in development of security policies within a committee

Strand: Data and Information
 Content Cluster 4: Students will analyze various ways in which data is represented.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.4.1 Discuss common uses of encryption rather than plain text (e.g., email, Hyper-Text Transfer Protocol [HTTP] vs. Secured Hyper-Text Transfer Protocol [HTTPS], password storage, user authentication)	AISL2.4.1 <i>Continuation of this standard is not specifically included or excluded</i>
AISL1.4.2 Identify transactional weaknesses of an insecure network connection	AISL2.4.2 Understand processes of issuance of Secure Sockets Layer (SSL) key certificates and importance of HTTPS
AISL1.4.3 Understand the use of public-key encryption vs. private-key encryption	AISL2.4.3 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Data and Information
 Content Cluster 5: Students will encrypt and recover data.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.5.1 Describe various encryption storage procedures (e.g., public, private)	AISL2.5.1 Discuss data retrieval techniques (e.g., magnetic imaging of spinning disks)
AISL1.5.2 Explain how software logs and user access privileges can be used to recreate a series of events	AISL2.5.2 Recreate a series of events based on software logs and user access privileges
AISL1.5.3 Explore examples and applications of steganography	AISL2.5.3 Demonstrate the use of steganography in a digital file (e.g., document, image, other media, program, protocol)

2681

Strand: Data and Information

Content Cluster 6: Students will analyze server and cloud security.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.6.1 Understand component systems comprising server and/or cloud servers	AISL2.6.1 Recognize security of entire system relies on security of all component systems NOTE: This is commonly referred to as the “weakest link” in information or computer security.
AISL1.6.2 Identify importance of security patch releases and updates	AISL2.6.2 Describe commonly employed security measures (e.g., antivirus, asset management, cloud security, intrusion detection systems, malware detection)
AISL1.6.3 Discover information available in server logs and security policies	AISL2.6.3 Recreate an order of events based on a log file
AISL1.6.4 Identify the methods that Virtual Private Networks (VPN) utilizes to ensure data security	AISL2.6.4 Implement a secure VPN

Strand: Computers and Communications

Content Cluster 7: Students will utilize appropriate digital tools for various applications.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.7.1 Select the appropriate tool for a specific network function (e.g., Ethereal, Network Mapper [nmap], Wireshark)	AISL2.7.1 Utilize audit tools for network compliance (e.g., Microsoft Key Management Service [KMS])
AISL1.7.2 Identify value of enterprise antivirus and malware scanning software tools	AISL2.7.2 <i>Continuation of this standard is not specifically included or excluded</i>
AISL1.7.3 Understand information provided in and location of security log files available for various services	AISL2.7.3 Verify system access privileges of various system services and software

Strand: Computers and Communications

Content Cluster 8: Students will analyze various network components and functions of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
AISL1.8.1 Identify various physical security tools, processes, and systems in common use	AISL2.8.1 <i>Continuation of this standard is not specifically included or excluded</i>
AISL1.8.2 Describe the value of limiting physical access to servers and network infrastructure	AISL2.8.2 <i>Continuation of this standard is not specifically included or excluded</i>
AISL1.8.3 Explain implications of sharing physical information online (e.g., doxing)	AISL2.8.3 <i>Continuation of this standard is not specifically included or excluded</i>
AISL1.8.4 Examine layers of physical security (e.g., alarms, barriers, locks, security personnel)	AISL2.8.4 <i>Continuation of this standard is not specifically included or excluded</i>

Strand: Community, Global, and Ethical Impacts

Content Cluster 9: Students will analyze appropriate uses of technology.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS LEVELS	
Level 1	Level 2
AISL1.9.1 Identify ethical and unethical uses of encryption	AISL2.9.1 Demonstrate ethical uses of encryption
AISL1.9.2 Identify ethical and unethical uses of file sharing	AISL2.9.2 Demonstrate ethical uses of file sharing
AISL1.9.3 Identify ethical and unethical uses of security vulnerabilities (black-hat, gray-hat, and white-hat hacking)	AISL2.9.3 <i>Continuation of this standard is not specifically included or excluded</i>
AISL1.9.4 Identify the ethics and legality of vulnerability research	AISL2.9.4 Demonstrate ethical and legal vulnerability research

Contributors

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Linda Joplin – Fort Smith Public Schools	Karma Turner – Lake Hamilton School District

Arkansas Computer Science Standards for Grades 9-12

Independent Study

2016

SBE Draft August 2016

Independent Study

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. The student will be required to develop an educational plan, submit it to a local advisor or advisory board responsible for reviewing, monitoring, and approving the plan. The student will produce a final product for presentation.

Requirements for Districts implementing a Computer Science Independent Study Program

- A. The district school board must adopt a written policy outlining at minimum the following:
 - a. Eligibility of Students
 - b. Independent Study Program Admittance Requirements
 - c. Documentation, evaluation, and retention of Independent Study activities and hours
 - d. Credit to be awarded to a student enrolled in a Computer Science Independent Study opportunity
 - i. The district may decide to awarded credit to meet a Computer Science Flex Credit, Career Focus Credit, or local credit only
 - ii. The district may award:
 1. 0.5 credit to a student completing a minimum of 60 independent study hours
 2. 1.0 credit to a student completing a minimum of 120 independent study hours
- B. District policy and implementation of a Computer Science Independent Study Program must be in accordance with all applicable federal, state, and local laws and regulations.

A student's independent study plan must be tied directly to extending the computer science concepts found within:

- the most current revision of the Arkansas High School Computer Science Standards,
- College Board AP Computer Science Principles or A, and/or
- IB Computer Science SL or HL.

Course Title: 465910 - Independent Study Level 1
465920 - Independent Study Level 2

Course/Unit Credit: 0.5 Credits per Course/level

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There are no ADE established course prerequisites for any of the Computer Science levels; it is up to the local district to determine placement based on student ability.

Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

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Arkansas Computer Science Standards for Grades 9-12

Internship Program

2016

Internship Program

A Computer Science Internship Program shall be designed to assist in a high-school student's successful transition to career or college. Students who begin careers immediately upon high school graduation as well as those who intend to complete post-secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while completing internship assignment in a workplace environment. The internship opportunity shall include a strong business partnership that links the internship and its participants to current resources, information, and guidance from computing professionals. It should provide intense, competency-based worksite immersion in advanced computer science concepts.

Requirements for Districts Implementing a Computer Science Internship Program

- A. The district school board must adopt a written policy outlining the following:
 - a. Eligibility of Students
 - b. Internship Admittance Requirements
 - c. Documentation, evaluation, and retention of Internship Activities and Hours
 - d. Credit to be awarded to a student enrolled in a Computer Science Internship opportunity
 - i. The district may decide to awarded credit to meet a Computer Science Flex Credit, Career Focus Credit, or local credit only
 - ii. The district may award:
 1. 0.5 credit to a student completing a minimum of 60 on-the-job internship hours
 2. credit to a student completing a minimum of 120 on-the-job internship hours
- B. District policy and implementation of a Computer Science Internship Program must be in accordance with all applicable federal, state, and local laws and regulations including all applicable labor laws.

Internship must be tied directly to extending the computer science concepts found within:

- the most current revision of the Arkansas High School Computer Science Standards,
- College Board AP Computer Science Principles or A, and/or
- IB Computer Science SL or HL.

Course Title: 465950 - Internship Program Level 1
465960 - Internship Program Level 2

Course/Unit Credit: 0.5 Credits per Course/level

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes

Grades: 9-12

Prerequisites: There are no ADE established course prerequisites for any of the Computer Science levels; it is up to the local district to determine placement based on student ability.

Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

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Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

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The EPPR provides information on enrollees and graduates at the institutions and reports demographic and statistical data to inform policy decisions. The commitment of EPPs to providing accurate, relevant data in a timely manner demonstrates their dedication and contribution to the success of this effort. All parties involved share an interest in preparing the best possible educators to provide a quality education to all Arkansas students.

The 2016 EPPR report data will be used by the Professional Licensure Standards Board as one data source for program audits. The 2016 EPPR includes a statewide report and reports for each Institution of Higher Education (IHE) or other organization that offers a state approved preparation program. We ask the Board's approval of the 2016 EPPRs.

<https://adedata.arkansas.gov/eppr/>

<https://adedata.arkansas.gov/eppr/StatewideReports.aspx>

<https://adedata.arkansas.gov/eppr/IHEReports.aspx>

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING HOME SCHOOLS**

August 2007 _____

1.00 REGULATORY AUTHORITY

- 1.01 These regulations shall be known as Arkansas Department of Education Rules Governing Home Schools.
- 1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-501 et seq., 25-15-201 et seq., and Act 824 of 2007 832 of 2015.

2.00 PURPOSE

It is the purpose of these regulations to set reasonable guidelines for the operation of Home Schools.

3.00 DEFINITIONS

For the purpose of these rules and regulations:

- 3.01 A "home school" is a school provided by a parent or legal guardian for his or her own child.
- ~~3.02 A "testing window" is an established testing calendar as determined by the Arkansas Department of Education.~~
- ~~3.03 "Alternate testing procedures" refers to any testing date(s) and/or location(s) within the testing window and approved by the education service cooperatives and Pulaski County school districts for home school students.~~
- ~~3.04 "A norm referenced test (NRT)" is any testing instrument required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the performance of the achievement of students who comprise the norming or standardization group for a particular commercial instrument.~~
- 3.025 An "individualized education program (IEP)" is a written record of decisions reached between parent/guardian and school personnel jointly describing the educational program for a child with a disability.
- 3.036 "Current school year" is the official period of time for pupil/teacher interaction within the school district policy which follows the requirements in Ark. Code Ann. § 6-10-106 (Repl. 1993) (Uniform dates for beginning and ending a school year).

4.00 GENERAL

- 4.01 Under Arkansas law children between the ages of five (5) and seventeen (17) on or before ~~August 1~~ *September 15* of that year, in accordance with Ark. Code Ann. § 6-18-201 (~~Supp. 1997~~), ~~as amended by Act 570 of 1999~~ must attend school.
- 4.02 A parent/guardian who intends to home school a child in accordance with Ark. Code Ann. § 6-18-201 [as amended] must enroll the child in a home school at the beginning of each school year but no later than August 15 for the fall semester, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing. The superintendent or local school board may waive the fourteen (14) day waiting period.
- 4.03 No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy including, but not limited to, excessive unexcused absences. Exceptions to this requirement are outlined in Section 4.04.
- 4.04 Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:
- 4.04.1 The superintendent or local school board chooses to allow the child to enroll in a home school;
 - 4.04.2 The disciplinary action against the student has been completed or at the end of a school semester, whichever occurs first; or
 - 4.04.3 The student has been expelled.
- 4.05 Parent/guardian *of a child who is eligible to attend kindergarten but will not be age six (6) by the date set in Ark. Code Ann. § 6-18-207*, may elect ~~for a child, who will not be kindergarten age~~ in accordance with Ark. Code Ann. § 6-18-201, ~~as amended~~, *for the child to not attend kindergarten* by filing a Kindergarten Waiver form with the local school district office.
- 4.06 Home school students who enroll in a public, private or parochial school during the time they are home schooling cannot re-enter home schooling until new Notice of Intent and Waiver forms are completed and returned to the local school district.
- ~~4.07 Home school students who are in the required grade levels for which the state mandates norm-referenced testing and who are no more than two (2) years beyond the normal age for the required grade levels must take a standardized norm-referenced test as identified by the Arkansas Department of Education, and the results will be used for reporting purposes only.~~

~~4.08 Any student who refuses to participate in the required testing program shall be subject to the applicable Arkansas laws regarding truancy. This Section shall not be applicable to any parent that can present written acknowledgement that their child has been enrolled in a public, private or parochial school within thirty (30) days of the administration of the state mandated tests.~~

4.097 Books, curricula or materials are not required to be furnished by the Arkansas Department of Education, local school district or education service cooperative. It is the responsibility of the parent/guardian to purchase all books, curricula or materials that they use in home schooling.

5.00 NOTICE OF INTENT

5.01 ~~Parents or Guardians who plan to home school must file a written Notice of Intent and Waiver form in person to the superintendent of their local school district the first time such notice is given. For subsequent years, written notice may be given by completing and submitting the current year online Notice of Intent and Waiver form which can be located on the Arkansas Department of Education Home School webpage or can be submitted on the current year paper form. written notice by completing and returning the printed current year Notice of Intent and Waiver form(s) by August 15 for the beginning of each school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents or guardians must sign a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time that parent chooses to home school. The Notice of Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year or for the remainder of the school year if filed during the school year. There are no exceptions to these filing requirements except as outlined in 5.02.~~

5.02 All Notice of Intent and Waiver form(s) must be submitted by August 15 for the beginning of each year school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents must sign (either electronically or on paper) a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time the parent chooses to home school. The Notice of ~~Waiver and~~ Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year, or for the remainder of the school year if filed during the school year. There are no exceptions to these requirements except as outlined in Section 5.03.

5.023 Parents or guardians moving into a school district during the school year must file a copy of the current year ~~printed~~ Notice of Intent and Waiver form, *which includes the acknowledgment of the parent that the State of Arkansas is not liable for the education of their child(ren) during the time the parent choose to home school,* with

their local public school superintendent's office within thirty (30) calendar days of establishing residency within the district.

- 5.04 ~~The required Notice of Intent and Waiver forms~~ If submitting a paper Notice of Intent and Waiver form, the form must be the printed current year forms obtained from ~~your~~ the local superintendent's office, ~~and~~ must include the following information for reporting ~~and test administration~~ purposes only:

5.034.1 The name, date of birth and grade level of each child and the name and address of the public, private, home school or parochial school last attended, if any, for each student-;

5. 034.2The location of the home school (~~mailing address~~)-;

5. 034.3A list of ~~brief description of the basic core curriculum to be used and the~~ subjects to be taught.

5. 034.4The S~~chedule~~ of instruction to be followed (hours per day; days per week; number of weeks)-; and

5. 034.5The education qualifications of the parent/guardian/teacher(s).

5.03.6 ~~Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.~~

~~6.00 TESTING REQUIRED ACHIEVEMENT TESTS~~

6.01 ~~Test administration of home school students shall be under the direction of the education service cooperatives and the Pulaski County school districts. Achievement testing will be held during the testing window identified by the Arkansas Department of Education.~~

6.02 ~~The education service cooperatives and Pulaski County school districts will ensure that all test materials are secure before testing, between and following test administration and provide the Arkansas Department of Education, for approval by the Director, with a common set of procedures for test administration of home school students in the required grade levels. These common set of procedures must include security measures to ensure that appropriate testing conditions and protocol have been followed as specified in the test administration materials.~~

6.03 ~~Each student enrolled in home school who is considered to be in the required grades or no more than two (2) years beyond the age appropriate grade will be tested by using the State identified norm referenced achievement test.~~

- ~~6.04 — Parents/guardians or groups of home school parents/guardians requesting alternate testing procedures, protocols, locations and/or timeframe must be submitted in writing three (3) weeks prior to the testing window to the education service cooperatives or the Pulaski County school districts and testing must remain within the State identified testing dates. If approved, alternate testing procedure costs, other than the testing materials, shall be the responsibility of the parent/guardian.~~
- ~~6.05 — Alternate testing procedures and protocol will be arranged by the education service cooperatives and Pulaski County school districts.~~
- ~~6.06 — Requests from parent/guardian whose child(ren) cannot test on Saturdays due to religious reasons will be accommodated. Parent/guardians must indicate in the appropriate section at the time they file their Notice of Intent that their child(ren) cannot test on Saturdays due to religious reasons.~~

~~7.00 — TEST RESULTS~~

~~Test results for home school students will be used for reporting purposes only. The parent/guardian will receive the individual student profile. The Arkansas Department of Education will receive the administrative summaries. The administrative summaries will not contain personally identifiable information.~~

~~86.00 TRANSFER OF STUDENTSENROLLMENT OR RE-ENROLLMENT IN LOCAL SCHOOLS~~

- ~~8.01 — Students transferring from a home school to a school which is accredited by the Arkansas Department of Education shall be evaluated by the staff of the accredited school to determine proper placement. As part of the ongoing assessment process, a State identified norm referenced achievement test shall be one of the instruments utilized.~~
- ~~8.02 — Home Schools are not accredited by the Arkansas Department of Education. There are no grades, credits, transcripts or diploma provided by the Arkansas Department of Education, education service cooperative or by the local school district for students enrolled in home school.~~
- 6.01 — Each local school district may assess any home-schooled student who enrolls or reenrolls in the school district in order to determine proper education placement.
- 6.02 — A local school district that chooses to assess a home-school student who enrolls or reenrolls in the school district may use the same assessment that the school district uses when a student who has attended another public school or private school enrolls or reenrolls.
- 86.03 — Any home school student who ~~re-enters~~ enrolls or re-enrolls in a local school district must shall attend classes for at least nine (9) months immediately prior to

graduation before the student can become eligible to receive a high school diploma from the local school district.

97.00 STUDENTS WITH DISABILITIES

97.01 By way of these regulations, it shall be the policy of the State Board of Education that school districts provide a genuine opportunity (see 34 C.F.R. Sec. 76.651(a)) to students who are home-schooled with disabilities, as defined in state regulations, to access special education and related services from the district where they reside. This policy is not to be construed as conferring the procedural protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA) to such students and their parent/guardians.

9.02 Each student with disabilities in the required grades who participates in the norm-referenced testing program shall, upon notification in the application for testing, be eligible for any or all modifications allowed by the test procedures. The use of such modifications will be approved by the educational services cooperative director or his designee.

108.00 DRIVER'S PERMIT/LICENSE

A student enrolled in a home school shall present proof of home schooling in the form of a *notarized* copy of the Notice of Intent along with an application for an instructional permit or driver's license. *The parent/guardian has the responsibility of providing the notarized copy. Signature of the parent/guardian is required in-person at a State Revenue Office.*

SUMMARY OF PROPOSED CHANGES TO THE ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING HOME SCHOOLS

Renumbering where insertions/deletions made.

- Section 1.02 Regulatory authority updated to include Act 832 of 2015.
- Section 3.02 Obsolete definition deleted.
- Section 3.03 Obsolete definition deleted.
- Section 3.04 Obsolete definition deleted.
- Section 4.07 Obsolete reference to testing deleted.
- Section 4.08 Obsolete reference to testing deleted.
- Section 5.00 This section was updated to include the online Notice of Intent and Waiver form as an option for parents. This section was also rearranged and cleaned up to make the overall process more clear, but also to clarify that a paper form needs to be submitted directly to the district the first time a parent notifies the school of the intent to homeschool, but the online form may be submitted in subsequent years.
- Section 6.00 Entire section is deleted as a result of Act 832.
- Section 7.00 Entire section is deleted as a result of Act 832.
- Section 8.01 Obsolete reference to testing deleted.
- Section 8.02 Deleted statement regarding home schools lack of accreditation.
- Section 6.01 Insertion allowing a local district to assess a home school student to determine proper education placement. ***Section number 6.01 due to renumbering after deletion of Sections 6.00 and 7.00*
- Section 6.02 Insertion allowing a local district to use the same assessment tool for home school students that it does for students attending another public or private school. ***Section number 6.02 due to renumbering after deletion of Sections 6.00 and 7.00*
- Section 8.00 Clarified that in order for a home school student to obtain a permit or drivers license, the signature of the parent/guardian is required to be given in person at the State Revenue Office and that notarizing of the form is not necessary. ***Section number 8.00 due to renumbering after deletion of Sections 6.00 and 7.00*

Changes made as a result of the public comment period:

- | | |
|--------------|---|
| Section 4.01 | Corrected to reflect correct age cut-off date. |
| Section 4.05 | Section reworded to provide clarity and better match statutory language. |
| Section 5.01 | Corrected word order for Notice of Intent and Waiver form. |
| Section 5.03 | Added language to include the parents duty to acknowledge the State is not liable for educating their child(ren) during the time the parent choose to home school. |
| Section 6.03 | Changed “re-entered” to “enrolls or re-enrolls” for clarity and to maintain consistency with language used elsewhere in the law and rules. |
| Section 8.00 | Removed the deletion of the requirements for notarizing the Notice of Intent form for purposes of obtaining a driver’s permit/license, as it is required by Ark. Code Ann. § 27-16-701. |

06/12/2016	Bill Morelan	<p>Comment: Section 6.03 - "Any home school student who re-enters a local school district ..." should be changed to "Any home school student who enrolls or reenrolls in a local school district ..." First, this better reflects the language in Sections 6.01 and 6.02. Second, under the current wording, parents could make a case for enrolling their child midway through the senior year if he/she has never been enrolled in public school before ... because he/she is not "re-entering" the system. The revised wording clarifies this.</p>	<p>Response: Comment considered. Section reworded to clarity and to maintain consistency with language used elsewhere in the law and rules.</p>
		<p>Comment: Sections 5.04.3 - I'm strongly opposed to changes to this section. As written, the requirement is very weak ... and the proposed change makes it almost useless. Here is my reasoning:</p> <p>1) Under this new wording, a parent could simply say, "I'm going to teach English, math, and science" ... and they're done. It assumes that all homeschool parents are making good decisions regarding their child's instructional needs, without any meaningful input from the state at all.</p> <p>So why is that a problem?</p> <p>2) There is an off-shoot of the homeschool movement that's sometimes referred to as "no schooling. This is how I've seen it play out: Parents (often uneducated and low income) pull their children out of school (often for reasons related to emotion, not logic), keep them out of school for a year or two (with no instruction at</p>	<p>Response: Comment Considered. No changes made.</p>

		<p>all), then put them back into the system (now far behind their peers). Even with our teachers best efforts at remediation (our district implements a full RTI program), these kids almost never catch up again. The lost potential is heart-breaking.</p> <p>3) The proposed change to this section does nothing to address the situation described above. In fact, as written, it could actually be seen as supporting the actions of these families. Because they claim to be homeschooling, the truancy laws do not apply ... even though little or no instruction is taking place. Furthermore, by not specifically addressing this issue, the new rules do not support "the clear goal" of "fully preparing all students for success in college and career" as outlined in the bi-partisan Every Child Succeeds Act (ESSA).</p> <p>4) It is important to note that these comments are not directed at dedicated home school families! My oldest daughter home schools my grandsons, and she is president of her local Homeschool Association. She does an amazing job with their education, and I firmly support her. However, in this context it should be noted that she shares my concern about the "no school" movement and the lasting damage it can have on a child's education.</p>	
06/14/2016	Rebecca Miller-Rice, BLR	<p>Comment: (1) Section 5.023 – It appears that based on Ark. Code Ann. § 6-15-503(a)(2), parents moving into the school district during the school year must fulfill two duties: (1) provide written notice of intent to provide home schooling and (2) sign a waiver acknowledging that the State is not liable for the education of the child during that time. The instant section as written omits the latter. Is there a reason the</p>	<p>Response: Comment Considered. Updated Section 5.03 to reflect parents duty to acknowledge the State is not liable for educating their child during the time they choose to home school.</p>

		Department does not wish to mirror the statute? I suspect that the Intent and Waiver form may be inclusive of this waiver; however, in the prior section, Section 5.02, the two are still set out separately despite using the same form.	
		Comment: (2) Section 86.03 – It appears that this section is premised on Ark. Code Ann. § 6-15-304(b), which requires that students who <i>enroll</i> for the first time or who reenroll in the school district complete nine months before becoming eligible to receive a diploma. This instant section, however, makes this requirement solely applicable to those who reenroll. Is there a reason the Department has done so?	Response: Comment considered. Section reworded to clarity and to maintain consistency with language used elsewhere in the law and rules.
		Comment: (3) Section 9.02 – Does this section, which still refers to norm-referenced testing, remain apposite in light of Act 832’s removal of the testing requirements?	Response: Comment considered. Norm-reference testing is still mentioned in § 6-15-509 for when home school students avail themselves to the interscholastic activities of the district. Because of this, should students with disabilities who take any norm-reference testing need modifications, they should be approved under this section. No changes made.
06/15/2016	Richard Page, Superintendent Gravette School District	<p>Comment: Since there are over 2000 home school students in Benton County, and over 18,000 home school students across the state. There should be a concern about the quality of education that these students are receiving. A student can choose Home school at any time throughout the year, not just August or September and grades are not a determining factor in waiving or approving a person’s home school opportunities. We as a state will be paying for this educational neglect for years to come.</p> <p>Add: A student may not enroll in home school unless the student has a cumulative 2.00 GPA.</p>	Response: Comment Considered. No changes made.

		Let's stop legalized drop out!	
07/06/16	Lucas Harder, ASBA	Comment: 4.01: This section is out of date. A.C.A. 6-18-201 references the date set in 6-18-207, which requires all children to begin kindergarten who will be age five on or before August 1 instead of September 15.	Response: Comment Considered. Correction made.
		Comment: 4.05: This section appears to read that a person may only apply for a kindergarten waiver if the child will not be five by the statutory date, which does not match statutory language. I would recommend changing it to read: Parent or guardian of a child, who is eligible to attend kindergarten but will not be age six (6) by the date set in Ark. Code Ann. § 6-18-207 of the following year, may elect, in accordance with Ark. Code Ann. § 6-18-201, for the child to not attend kindergarten by filing a Kindergarten Waiver form with the local school district office	Response: Comment Considered. Change made to provide clarity.

ARKANSAS STATE BOARD OF EDUCATION CALENDAR

January 2017 - December 2017

AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED	ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE	DATE OF SUBMISSION TO WEB	MEETING DATE 2nd Thursday & Friday
December 16, 2016	December 23, 2016	January 2, 2017	January 12-13, 2017
January 13, 2017	January 20, 2017	January 30, 2017	February 9-10, 2017
February 10, 2017	February 17, 2017	February 27, 2017	March 9-10, 2017
March 17, 2017	March 24, 2017	April 3, 2017	April 13-14, 2017
April 14, 2017	April 21, 2017	May 1, 2017	May 11-12, 2017
May 12, 2017	May 19, 2017	May 29, 2017	June 8-9, 2017
June 16, 2017	June 23, 2017	July 3, 2017	July 13-14, 2017
July 14, 2017	July 21, 2017	July 31, 2017	August 10-11, 2017
August 18, 2017	August 25, 2017	September 4, 2017	September 14-15, 2017
September 15, 2017	September 22, 2017	October 2, 2017	October 12-13, 2017
October 13, 2017	October 20, 2017	October 30, 2017	November 9, 2017 (only)
November 17, 2017	November 22, 2017	December 4, 2017	December 14-15, 2017

**Arkansas State Board of Education
Resolution**

WHEREAS, State Representative Sheilla Lampkin devoted her career to the teaching profession; and

WHEREAS, She was a math and special education teacher in Drew County, retiring after 30 years; and

WHEREAS, Serving District 9, she was elected to the Arkansas House of Representatives in 2011; and

WHEREAS, She advocated for children as vice chair of the House Education Committee; and

WHEREAS, She championed legislation that was designed to ensure that all students receive a quality education; and

WHEREAS, She dedicated her lifetime to the children of Arkansas;

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of Education,
honor State Representative Sheilla Lampkin for her
commitment to education, service to her community and state,
and dedication to the students of Arkansas.

Mireya Reith, Chair

Date

Johnny Key, Ex Officio Secretary

Date

Act 1240 Work Session

- I. Act 1240 Overview – Jennifer Davis
 - a. Review of the law
 - b. Overview of the request form
 - c. Overview of the process to get on the State Board Agenda
 - d. Hearing procedures
- II. Comparison of Act 1240 Waivers to other Waivers – Mary Perry
- III. Things to Consider when Granting Waivers – Jennifer Davis
- IV. Currently Granted Waivers – Mary Perry
 - a. Waiver chart
 - b. Draft report

State of Arkansas *As Engrossed: H3/12/15 S3/18/15 S3/30/15 S3/31/15*

90th General Assembly

A Bill

Regular Session, 2015

HOUSE BILL 1377

By: Representatives Murdock, C. Armstrong, Blake, Broadaway, C. Douglas, K. Ferguson, M.J. Gray, K. Hendren, Leding, G. McGill, Nicks, Richey, Sullivan, Walker, D. Whitaker, Wright

For An Act To Be Entitled

AN ACT TO ALLOW A SCHOOL DISTRICT TO BE GRANTED THE
SAME WAIVERS THAT ARE GRANTED TO AN OPEN-ENROLLMENT
PUBLIC CHARTER SCHOOL THAT DRAWS STUDENTS FROM THE
SCHOOL DISTRICT; AND FOR OTHER PURPOSES.

Subtitle

TO ALLOW A SCHOOL DISTRICT TO BE GRANTED
THE SAME WAIVERS THAT ARE GRANTED TO AN
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
THAT DRAWS STUDENTS FROM THE SCHOOL
DISTRICT.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

*SECTION 1. Arkansas Code Title 6, Chapter 15, Subchapter 1, is amended
to add an additional section to read as follows:*

6-15-103. School district waivers.

*(a) A school district may petition the State Board of Education for
all or some of the waivers granted to an open-enrollment public charter
school that draws students from the school district.*

*(b) The petition for all or some of the waivers granted to an open-
enrollment public charter school that is submitted by a school district shall
include:*

*(1) The name of the open-enrollment public charter school that
draws students from the school district;*

(2) A copy of the waivers granted to the open-enrollment public



1 charter school; and

2 (3) A list of the waivers that the school district seeks to have
3 granted.

4 (c)(1) The state board shall grant, in whole or in part, or deny, in
5 whole or in part, a petition for a waiver submitted by a school district
6 within ninety (90) days of receiving the petition.

7 (2) The state board shall notify the superintendent of the
8 school district in writing of the decision of the state board.

9 (3) A waiver that is granted, in whole or in part, shall be
10 valid for the duration that the waivers are valid for the open-enrollment
11 charter school.

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13 /s/Murdock
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16 **APPROVED: 04/08/2015**
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Possible Considerations When Determining School District Waiver Requests

1. How does the waiver supports or complements the district's vision/strategic plan?
2. What are the specific benefits to students if these waivers are granted? What are the expected academic gains to the students if these waivers are granted?
3. What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, how are you going to do this; what is the largest you want to allow)?
4. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.
5. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the saving?
6. What effects will the waiver have on current academic, fiscal, or facilities distress status? Will the waiver help the district to alleviate the distress issues, or hinder the district's progress? Will the waiver cause any distress issues?
7. Will the use of the requested waivers cause any issues with the district's compliance with the Standards of Accreditation? Will the use of the requested waivers assist the district in resolving any accreditation issues?
8. How has the charter school effectively applied this waiver, and how do you expect to implement that effectiveness into your district?
9. Has your school board approved the use of the requested waivers? Do you have a board resolution?
10. Have you notified the staff that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the staff, how and when do you plan on notifying them?
11. Have you notified the parents and the community that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the parents/community, how and when do you plan on notifying them?

1.0 State Board Hearing Procedures Related to District Waivers

- 1.01 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Board Chairperson.
- 1.02 The District shall have twenty (20) minutes to present its case to the State Board for approval of the proposed waivers. The Chair of the State Board may grant additional time, if necessary.
- 1.03 Parties opposed to the proposed waivers, if any, shall have twenty (20) minutes to present their case to the State Board for disapproval of the proposed waivers. The Chair of the State Board may grant additional time, if necessary.
- 1.04 The District shall have five (5) minutes to respond to any arguments in opposition to the proposed waivers. The Chair of the State Board may grant additional time, if necessary.
- 1.05 The State Board will follow the presentation with discussion of the proposed waivers and questions to any of the parties. The State Board may also ask questions at any time during the presentation by the District or the opposing parties.
- 1.06 The State Board shall grant, in whole or in part, or deny, in whole or in part, the proposed waivers and issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting. However, the State Board must make a decision within 90 days of receiving the petition.

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Methods for Districts to Obtain Waivers of Statutes and Rules



THREE PATHS TO WAIVERS

- 1 District conversion charter**
- 2 School of innovation designation**
- 3 Waivers granted to open-enrollment charters serving students who reside in the district**

DIFFERENCES BETWEEN THE THREE PATHS

METHODS FOR DISTRICTS TO OBTAIN WAIVERS OF STATUTES AND RULES

	DISTRICT CONVERSION CHARTER	WAIVERS GRANTED TO OPEN-ENROLLMENT CHARTERS SERVING STUDENTS WHO RESIDE IN THE DISTRICT	SCHOOL OF INNOVATION DESIGNATION
Authority	<ul style="list-style-type: none"> - A.C.A. § 6-23-201 et seq. - ADE Rules Governing Public Charter Schools 	A.C.A. § 6-15-103 et seq.	<ul style="list-style-type: none"> - A.C.A. § 6-15-2801 et seq. - ADE Rules Governing Schools of Innovation
Approved By	Charter Authorizer	The State Board of Education	The Commissioner of Education
Granted For	The district conversion charter school	The district / all schools in the district	The designated school of innovation
Process for Approval	<ul style="list-style-type: none"> - An application and at least one public hearing conducted by the Charter Authorizing Panel - Subject to review by the State Board of Education who may conduct a second public hearing 	The district petitions for waivers using a required form and appears before the State Board of Education	<ul style="list-style-type: none"> - Must have 60% approval of eligible employees to submit an application - Review by Arkansas Department of Education staff and determination by the Commissioner
Waiver Restrictions	** Monitoring compliance	- Monitoring compliance	- Health, safety, civil rights, and disability rights requirements
	** Public school accountability code	- Public school accountability code	- High school curriculum and graduation requirements
	** High school graduation requirements	- High school graduation requirements	- Financial audits, audit procedures, and audit requirements
	** Special education	- Special education	- Criminal background checks for school employees and volunteers
	** Criminal background checks for employees	- Criminal background checks for employees	- Open records and open meetings
	** Health and safety codes	- Health and safety codes	- Purchasing limitations and requirements
	** Ethical guidelines and prohibitions	- Ethical guidelines and prohibitions	- Teacher Fair Dismissal Act
	** NOTE: While these restrictions explicitly apply to open-enrollment charters, it has been common practice for the authorizer to prohibit district conversion charters from waivers of these laws and rules.		- State laws and rules regarding gifted and talented education

TIMELINES

DISTRICT CONVERSION TIMELINE FOR CHARTERS TO OPEN IN 2017-2018

DATE	EVENT/DEADLINE
February 11, 2016 **	State Board of Education approves application form
March 1, 2016	Letters of intent to apply due to ADE by 4:00 p.m.
March 3, 2016, 1:00 p.m.	Mandatory applicant workshop
August 4, 2016	Applications due to ADE by 4:00 p.m.
August – September 2016	Application review by ADE staff (Charter Internal Review Committee [CIRC])
Early October 2016	Applicants respond to ADE staff review
October 19-20, 2016 **	Charter Authorizing Panel conducts applicant hearings
November 10, 2016 **	State Board of Education determines whether to review any applicant determinations made by the Panel (If the State Board of Education decides to review an applicant decision made by the Panel, the Board will conduct a hearing at a later meeting.)
** Subject to change	

SCHOOLS OF INNOVATION TIMELINE FOR DESIGNATION IN 2016-2017

DATE	EVENT/DEADLINE
December 4, 2015	Applications released
December 16, 2015, 9:30 a.m.	ZOOM technical assistance meeting
January 29, 2016	Applications due to ADE by 4:00 p.m.
February 1 – March 11, 2016	ADE Educational Options Committee reviews applications Schools clarify and/or revise, as requested by ADE
March 16, 2016	FINAL applications due to ADE by 4:00 p.m.
March 17 – April 8, 2016	Educational Options Committee reviews FINAL applications
April 11, 2016	Recommendations sent to the Commissioner
April 29, 2016	New Schools of Innovation announced

TIMELINE FOR REQUESTING WAIVERS GRANTED TO OPEN-ENROLLMENT CHARTERS THAT SERVE STUDENTS WHO RESIDE IN THE DISTRICT

DUE DATE FOR SUBMITTING WAIVER REQUESTS	DATE TO BE CONSIDERED BY THE STATE BOARD OF EDUCATION
December 14, 2015	January 14-15, 2016
January 11, 2016	February 11-12, 2016
February 10, 2016	March 10-11, 2016
March 14, 2016	April 14-15, 2016
April 12, 2016	May 12-13, 2016
May 9, 2016	June 9-10, 2015
June 14, 2016	July 14-15, 2016
July 11, 2016	August 11-12, 2016
August 8, 2016	September 8-9, 2016
September 13, 2016	October 13-14, 2016
October 10, 2016	November 10, 2016
November 8, 2016	December 8-9, 2016

Additional Information

NOTE:

The three methods to obtain waivers have no impact on the course approval process that is handled by the Curriculum Unit. An online submission system will be introduced after the new year.

See <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/course-approvals>

or contact Thomas Coy with any questions.

thomas.coy@arkansas.gov

(501) 682-4250

DISTRICT CONVERSION CHARTERS

<http://www.arkansased.gov/divisions/learning-services/charter-schools/charter-school-applications>

Alexandra Boyd

alexandra.boyd@arkansas.gov

(501) 683-5313

SCHOOLS OF INNOVATION

<http://www.arkansased.gov/divisions/learning-services/schools-of-innovation>

Cindy Hogue

cindy.hogue@arkansas.gov

(501) 683-5780

DISTRICT WAIVER REQUESTS

<http://www.arkansased.gov/divisions/learning-services/district-waiver-requests>

Mary Perry

mary.perry@arkansas.gov

(501) 683-4800

QUESTIONS

DISTRICT CONVERSION CHARTERS

<http://www.arkansased.gov/divisions/learning-services/charter-schools/charter-school-applications>

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(501) 683-5313

SCHOOLS OF INNOVATION

<http://www.arkansased.gov/divisions/learning-services/schools-of-innovation>

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