



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

April 10, 2015

Arkansas Department of Education

ADE Auditorium

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Sam Ledbetter

Report-2 Commissioner's Report

Presenter: Johnny Key

Report-3 Recognition of Milken Award Winner - Ms. Carman McBride

Presenter: John (Don) Kaminar

Report-4 PCSSD and JNPSD Report

On November 13, 2014, the State Board of Education ordered creation of the Jacksonville-North Pulaski School District (JNPSD) pursuant to Ark. Code Ann. §6-13-1505. The Board required the Pulaski County Special School District (PCSSD) and JNPSD to submit to the Board an agreement on six issues. The district's superintendents will report the progress made to date.

Presenter: Dr. Jerry Guess, PCSSD Superintendent, and Bobby Lester, JNPSD Superintendent

Report-5 Update on Content Standards and Assessment

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

Presenter: Dr. Debbie Jones

Report-6 Equitable Access Update

This report is an update on the Equitable Access Initiative.

Presenter: Ivy Pfeffer

Report-7 ESEA Flexibility Renewal

Presenter: Annette Barnes

Report-8 My Child/My Student Quarterly Report

Presenter: Kimberly Friedman

Report-9 ForwARd Arkansas Update

ForwARd Arkansas, established by the Winthrop Rockefeller Foundation, the Walton Family Foundation, and the Arkansas State Board of Education, will provide an update on the initiative's progress to develop a comprehensive plan for P-16 public education in Arkansas by summer 2015.

Presenter: Kathy Smith, Senior Program Officer - Walton Family Foundation; Sherece West-Scantlebury, president and CEO – Winthrop Rockefeller Foundation; Jared Henderson, managing director – ForwARd Arkansas

Carman McBride has been chosen as Arkansas's 2014-2015 Milken Educator.

Ms. McBride holds a Bachelor of Science in Education from Texas A&M University at Texarkana. She is currently working on a Master of Education at Henderson State University in Arkadelphia.

Ms. McBride began her teaching career as a fourth-grade teacher at College Hill Elementary School in Texarkana. In 2010 she moved to Little Rock and joined the faculty at Don R. Roberts Elementary School as a fourth-grade teacher. In 2013 she became the Environmental and Spatial Technology (EAST) coordinator at Don Roberts.

Ms. McBride is certified in the International Baccalaureate Primary Programme, is National Board Certified, and is a Pathwise-trained mentor. She was selected as the school's 2010-2011 Teacher of the Year.

Ms. McBride and her husband, Stephan, reside in Little Rock.

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

Migrant Education: Recruitment & Monitoring

Recruitment of eligible migrant students and youth is ongoing throughout the year in the Migrant Education Program (MEP). During the month of February and March recruitment of migrants working in the pine forests, poultry farms and preparation of cultivated lands are the focus. Recruitment is an essential component of the MEP. No child may be served by the MEP unless they have been determined to meet the eligibility requirements and the eligibility is documented in a federally-approved format.

The Consolidated State Performance Report (CSPR) on the Migrant Education Program has been completed and certified by the Arkansas Department of Education (ADE). ADE has received word from the U.S. Department of Education, Office of Migrant Education that the Migrant component was accepted and no further comments or revisions will be necessary.

The data from the CSPR will be used in the federally-approved formula to begin the preliminary calculations of Migrant Education Grants for the 2015-2016 Program Year.

Federally-required re-interviewing of migrant families began in December and will continue throughout the year. Trained MEP staff returns to interview the eligibility information on randomly selected students. This federal requirement ensures that only eligible students are identified and receive migrant-provided services.

In February and March the ADE will continue the federally-required monitoring of district migrant programs. The districts monitored were as follows: Russellville, Waldron, Danville, Fort Smith, Dardanelle, Manila and Rivercrest. All monitored districts were operating in compliance with Title I - Part C statute and regulations.

Curriculum & Instruction

Formative Assessment

Since the fall of 2013, Sherri Thorne has represented Arkansas at the Formative Assessment for Students and Teachers (FAST) State Collaboratives on Assessments and Student Standards (SCASS) meetings that are supported by the Council of Chief State School Officers (CCSSO). The facilitator, Dr. Margaret Heritage (UCLA/CRESST), has published several books on Formative Assessment and related topics and works closely with other experts across the globe.

FAST SCASS is a very active multi-state collaborative that has produced a number of documents and resources to support the Formative Assessment process. “Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievements of intended instructional outcomes” (FAST SCASS, October 2006). “There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. We know of no other way of raising standards for which such a strong prima facie case can be made” (Black and William, kappanmagazine.org.V92.N1.Kappan, September 2010).

In 2013, educators from Arkansas, Suzanne Knowles, Dr. Carlethia Houston, Samantha Newkirk, and Sherri Thorne, along with educators from other SCASS states, provided input for a document FAST SCASS commissioned with Caroline Wylie and Christine Lyon from Educational Testing Service (ETS) titled “Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice.” FAST SCASS has applied for a \$2 million grant from The William and Flora Hewlett Foundation to undertake a validation study of these tools to increase the use of the Formative Assessment process. If FAST SCASS is awarded the grant, individual school districts may participate in a competitive application process to receive financial support as participants in the validation study.

The most recent publication from FAST SCASS is “Supporting the Achievement of College and Career-Ready Standards through the Process of Formative Assessment.” After working with a sub-committee to outline the contents of the paper, we engaged writers to draft the document. Appendix A contains an example of the Formative Assessment process that Sherri Thorne provided for the publication.

http://ccsso.org/Resources/Publications/Supporting_the_Achievement_of_College-and_Career-Ready_Standards_through_the_Process_of_Formative_Assessment.html

Resources shared by FAST and other SCASS collaboratives are available under the resources tab at ccsso.org.

The Curriculum and Instruction unit will continue to develop a plan that will use these resources to support and leverage the use of Formative Assessment in Arkansas as we work together to move student achievement forward.

Special Education

State Personnel Development Grant

ADE submitted a five million dollar grant designed to restructure Arkansas’s Response to Intervention model using evidence based personnel development to implement a multi-tiered system of supports for behavior and academics. Focused on state, regional and district level implementation teams, evidence-based practices will provide sustainability over time to improve outcomes for all students, especially students with disabilities. Lessons learned from previous State Personnel Development Grants awarded to Arkansas, in addition to resources developed through those grants, provide a foundation for this project. Current literature and research-

based practices around implementation of large-scale initiatives inform the restructuring of the state's multi-tiered system of supports.

Activities will include face-to-face and online training, coaching, technical assistance, ongoing support through phone, web and onsite consultation as needed and shared problem solving and peer learning through communities of practice. Participants will be general and special educators, administrators and related services providers at the state, regional, district, and school levels. Evaluation will include qualitative and quantitative measures of state, regional, district, and school level implementation fidelity, capacity change, content knowledge & skills, and student growth/achievement over time. This grant will help support the work Arkansas RTI model which will be shared beginning in June 2015.

Assessment

The State Board of Education will be provided an update on Arkansas PARCC assessment.

Equitable Access Update

April 2015

Findings From Research on Equitable Access

The following student groups are less likely to have access to great teachers and school leaders according to virtually every metric available:

- Students of color
- Students from low-income families
- Rural students
- Students with disabilities
- Students with limited English proficiency
- Students in need of academic remediation

Addressing Equitable Access in Arkansas

Arkansas Educator Equity Profile

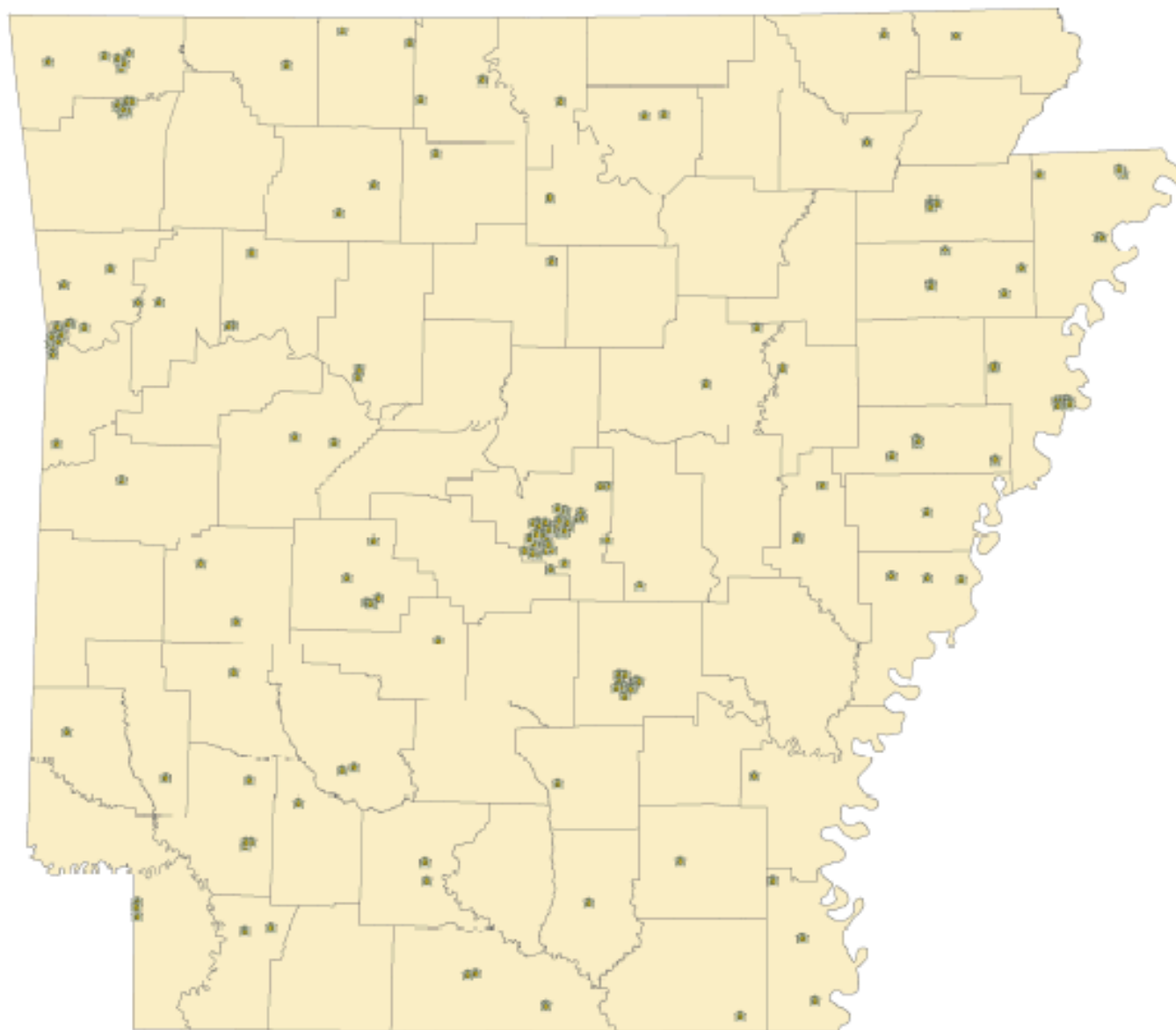
<u>State</u>	<u>2013-2014</u>
Number of Schools	1,064
In each quartile	266
Number of Districts	257
Total Student Enrollment	476,083
Total Number of Teachers	39,672
Percent Students in Poverty (F/RL)	
All Schools	62%
Highest Poverty Quartile Schools (HP)	90%
Lowest Poverty Quartile Schools (LP)	39%
Percent Minority (Non-white) Students	
All Schools	37%
Highest Minority Quartile Schools (HM)	76%
Lowest Minority Quartile Schools (LM)	6%

Arkansas Equity Data Review

Comparisons were made between Hi Poverty - Lo Poverty, and Hi Minority - Lo Minority for each of the following variables.

- **Teacher Average Years Experience**
- **% Teachers in their first year of teaching (Inexperienced)**
- **% Teachers with Master's Degree**
- **% Classes NOT taught by HQT**
- **% ELL Students**
- **% Teachers on ALPs (Out-of-Field)**
- **% Long-term Subs (Unqualified)**
- **Average # new teachers per school per year (Turnover)**

High Poverty



Definitions for Equitable Access

Poverty Measures

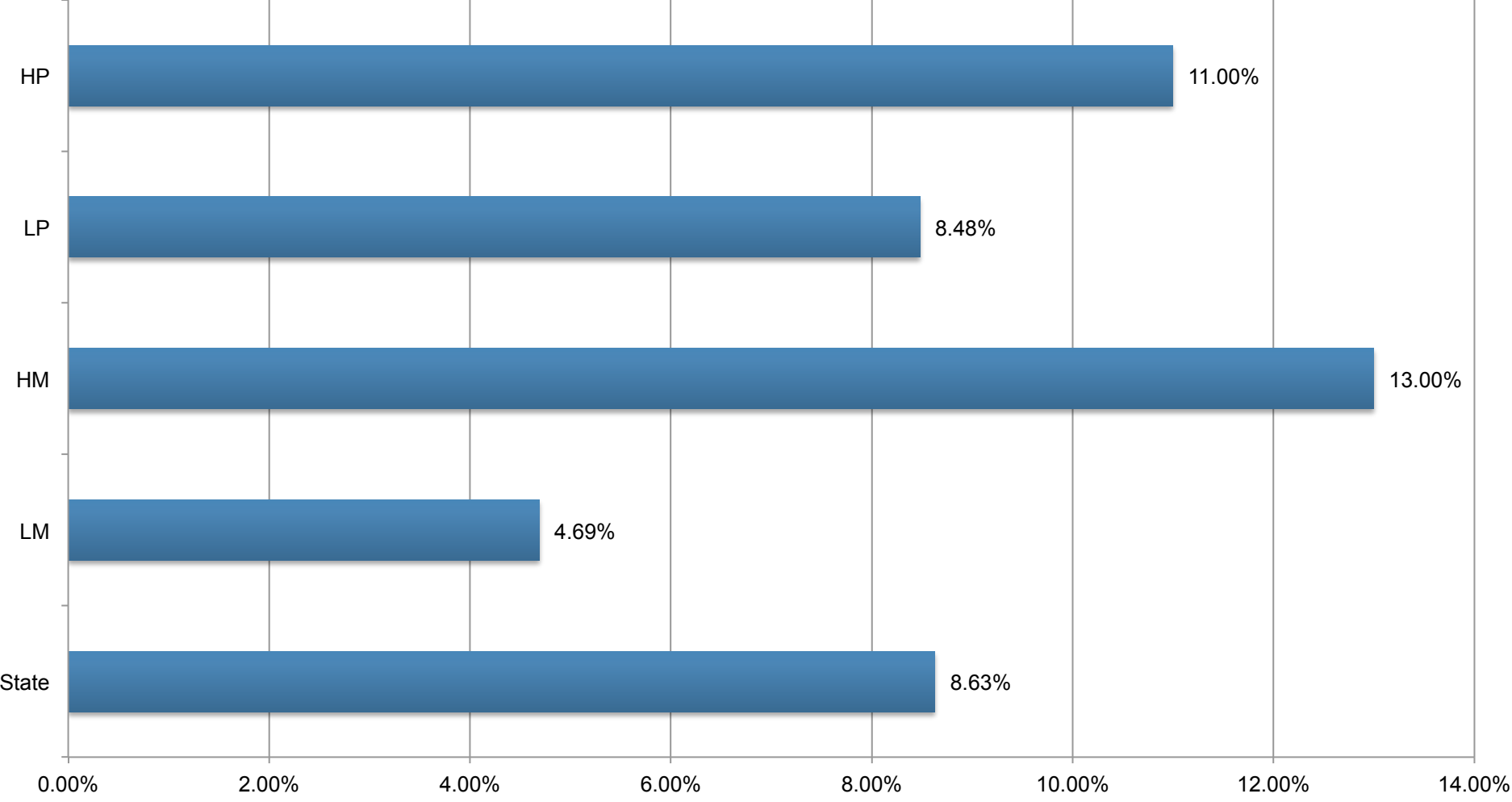
- **High Poverty Quartile (HP) Schools** - Schools in the highest 25% of all schools ranked by % F/RL
- **Low Poverty Quartile (LP) Schools** - Schools in the lowest 25% of all schools ranked by % F/RL

Minority Measures

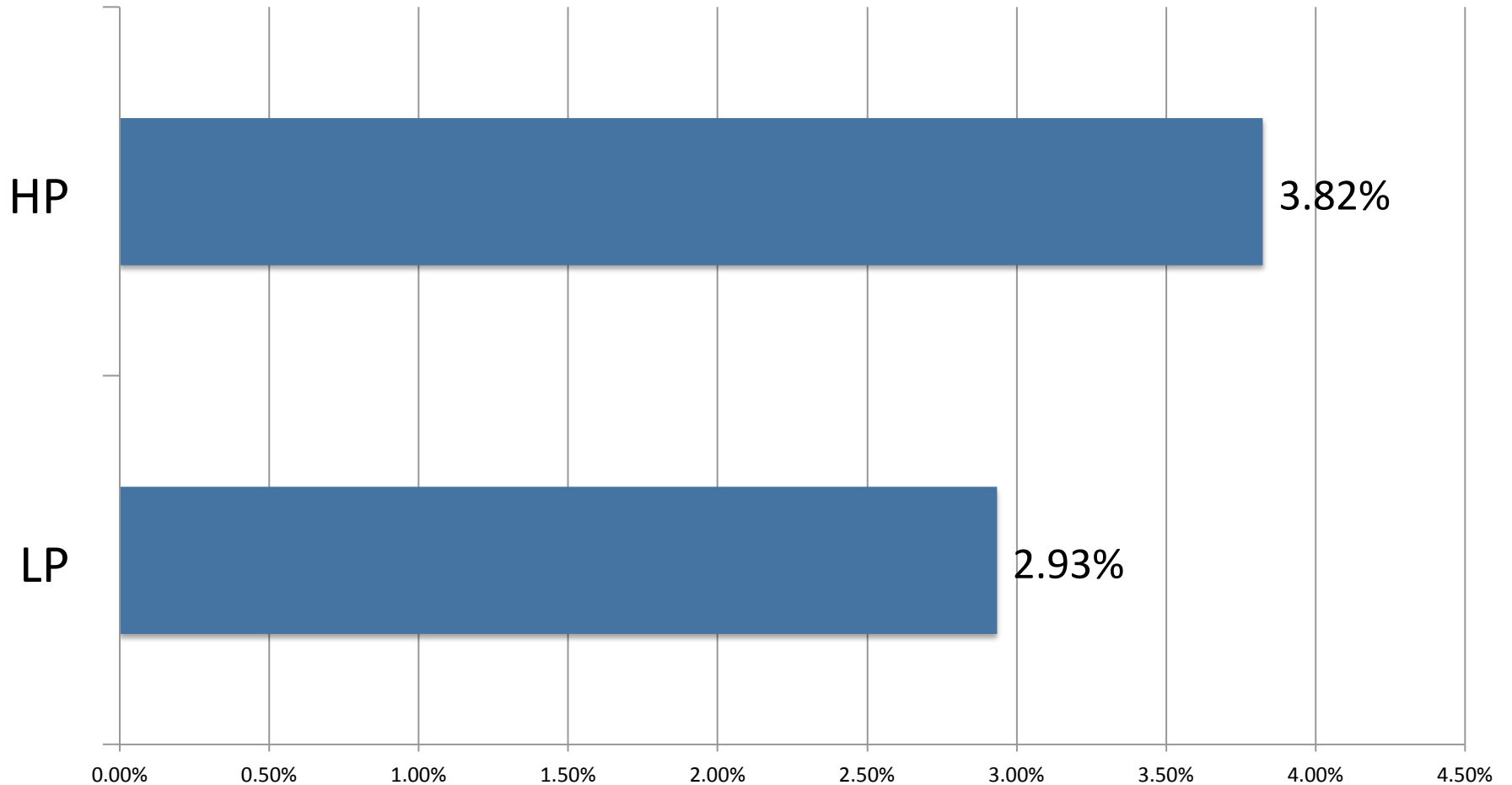
- **High Minority Quartile (HM) Schools** - Schools in the highest 25% of all schools ranked by % Non-White Students
- **Low Minority Quartile (LM) Schools** - Schools in the lowest 25% of all schools ranked by % Non-White Students

Category	High Poverty vs Low Poverty	High Minority vs Low Minority	High Poverty vs State Average	High Minority vs State Average
<u>Inexperienced Teachers</u>	Students in HP schools are <u>more likely</u> to have an Inexperienced Teacher than students in LP schools.	Students in HM schools are <u>more likely</u> to have an Inexperienced Teacher than students in LM schools.	HP schools have Inexperienced Teachers at a greater rate than the state average..	HM schools have Inexperienced Teachers at a greater rate than the state average..
<u>Out-of-Field Teachers</u>	Students in HP schools are <u>more likely</u> to have an Out-of-Field Teacher than students in LP schools.			
<u>Unqualified Teachers</u>	Students in HP schools are <u>more likely</u> to have an Unqualified Teacher than students in LP schools.	Students in HM schools are <u>more likely</u> to have an Unqualified Teacher than students in LM schools.		
<u>Average # inexperienced teachers per yr for last 5 yrs</u>		Over the last 5 years, HM schools have had a greater number_of new teachers per year than LM schools.	Over the last 5 years HP schools had new teachers per year at a rate slightly greater than the state average.	Over the last 5 years HM schools had new teachers per year at a rate greater than the state average.

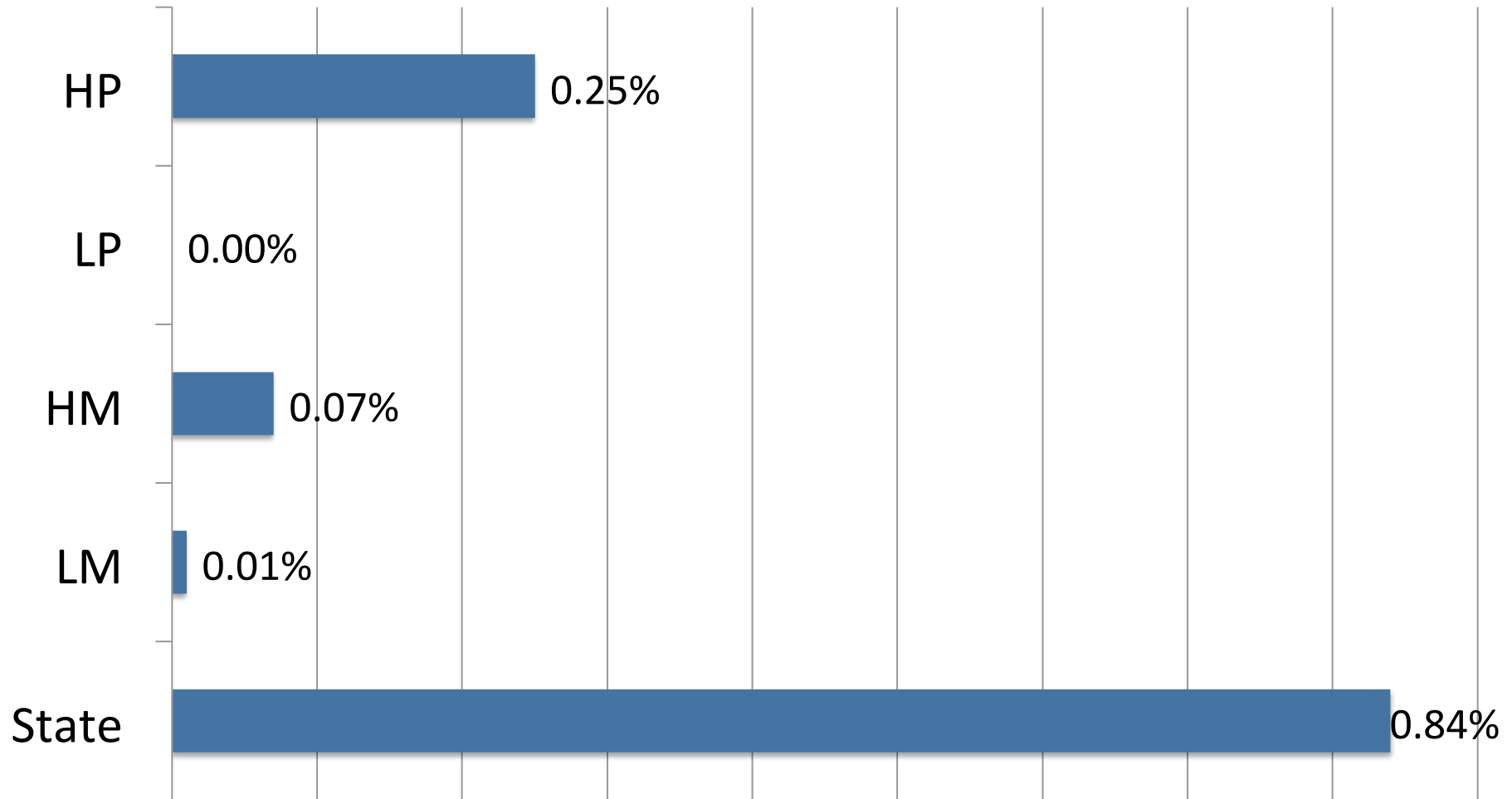
Percent Inexperienced Teachers



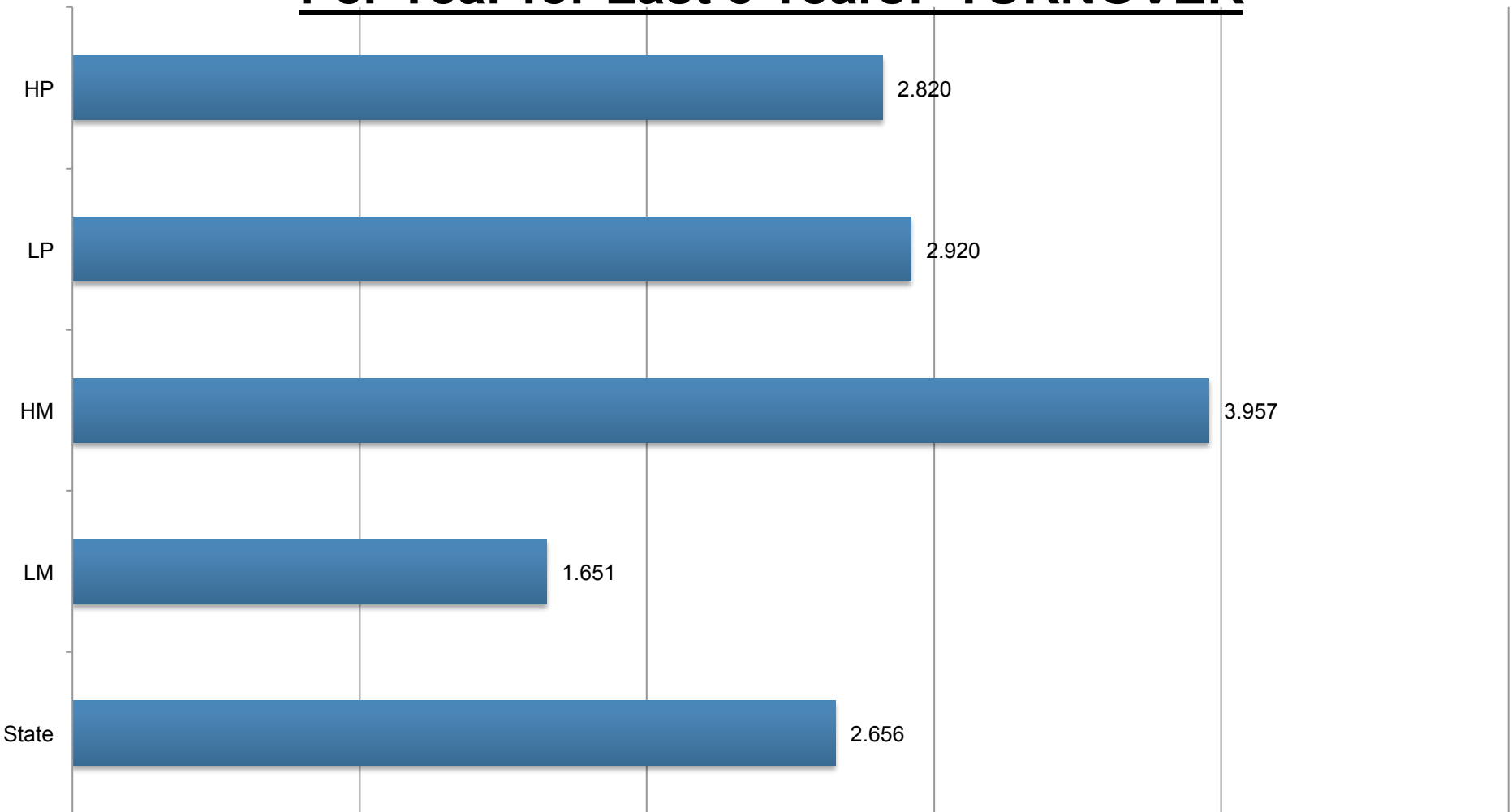
Percent Out-of-Field Teachers



Percent Unqualified Teachers



Average # Inexperienced Teachers Per School Per Year for Last 5 Years: TURNOVER



Stakeholder Groups Identified Root Causes for the Gaps

- Root Cause Categories
 - *School/District Leadership*
 - *Resources*
 - *Recruitment and Retention Initiatives*
 - *Educator Preparation*

Strategies to Address Root Causes

- Stakeholders brainstormed strategies after prioritizing the root causes
- Strategies will be reviewed and prioritized
- Plan will be developed to outline strategies
- Both immediate and long-term strategies will be considered in the plan

Educator Equity Support Network

- An unique opportunity for Arkansas to participate in targeted, differentiated coaching to support the development of a high quality equity plan by EASN
 - Coaching support through June 2015
 - Review of and feedback on the plan
 - Outreach to experts on specific topics
 - Weekly communication and site visits as needed
 - Research on strategies to address root causes
 - <https://easn.grads360.org>

Other Support

- **South Central Comprehensive Center (SC3)**
 - Providing other forms of technical assistance while working in close collaboration with all partners for the equity plan
 - Kerri K. White, Ed.D Arkansas and Louisiana Technical Assistance Coordinator
- **Council of Chief State School Officers (CCSSO) & Center on Great Teachers & Leaders (GTL)**
 - Webinars and websites
 - Meeting for all states February 3-4, 2015; April 13, 2015 to provide forum for questions and answers and an opportunity to network with other states
 - Assisting states and provide technical assistance tools
 - <http://www.gtlcenter.org/learning-hub/equitable-access-toolkit>

My Child/My Student Report

April 10, 2015

The Arkansas Department of Education continues to promote the My Child/My Student public awareness campaign. The campaign was launched in August 2014 as an initiative of the ADE, the State Board of Education, and educational advocacy organizations.

Since the last report in February 2015, the following has occurred.

- ADE's Facebook page has 3,233 followers, an increase of 389 since December 2014. The recent increase is slightly larger than the increase of 349 between August and December.
- ADE's Twitter page has 7,898 followers, an increase of 664 since December 2014. The recent increase is slightly lower than the increase of 738 between August and December.
- The 2015 Arkansas Teacher of the Year Ouida Newton is sharing ADE's My Child/My Student Facebook and Twitter messages on her social media sites.
- The Arkansas Education Association's homepage (<http://www.aeaonline.org>) has a link to the My Child/My Student webpage, and AEA has shared My Child/My Student messages on its Facebook and Twitter sites.
- The Arkansas Home Visiting Network has been sharing social media posts on its Facebook page.
- The ADE Communications Team continues to post weekly social media posts. Six posts (including English and Spanish) were posted in February. As of March 23, six messages were posted in March. These are also available on the ADE website at <http://www.arkansased.org/divisions/communications/my-childmy-student>.
- The Communications Team continues to post monthly parent and teacher newsletters, which also are available at <http://www.arkansased.org/divisions/communications/my-childmy-student>.
- Ms. Paulette Blacknall, the Education Renewal Zone director at Henderson State University in Arkadelphia, has been an advocate for the initiative. Ms. Blacknall has shared My Child/My Student resources with ERZ partner schools during their Quarterly Advisory Meetings. She also shared resources with university faculty. The resources are currently being integrated into the

program's Family and Community course and will be reflected in the course syllabus in the fall.

- The ADE Communications Cabinet was recently established to provide input on various communications efforts, such as the website and the My Child/My Student campaign. The cabinet, which consists of representatives from ADE, school districts, and education organizations, will be asked to provide monthly updates on My Child/My Student outreach efforts.

Planned outreach activities

- The ADE Communications Team will tie the Month of the Military Child in April to the My Child campaign. The team will develop and post additional social media messages about military children.
- Deb Roush, the director of communications at the Pulaski County Special School District, plans to designate every Monday in May as My Child Monday in May. Roush will post a My Child message on PCSSD's social media (Facebook, Twitter, and Instagram) each Monday and promote a photo of the week on the district's website.

Submitted By Kimberly Friedman, ADE Director of Communications