



AGENDA

STATE BOARD OF EDUCATION

January 9, 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: Tony Wood

Report-3 Recognition of 2015 Teacher of the Year - Ouida Newton

Presenter: Tony Wood and John Kaminar

Report-4 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-5 Grade Inflation Report

Presenter: Annette M. Barnes

Report-6 Update on Equitable Access Plan and Proposed Rules for Educator Preparation Programs

Recruiting, preparing, developing and supporting great teachers has a direct impact on the learning and success of students. Research confirms that the most important school factor in a student's success is a strong teacher, and excellent teachers are especially important for our neediest students. States have been asked to submit comprehensive educator equity plans by June 2015 and also to improve teacher preparation programs. Attached is a summary presentation of two initiatives: Equitable Access

Initiative Proposed Rules for Educator Preparation Programs Also attached are supporting documents with additional information related to the initiatives.

Presenter: Ivy Pfeffer

Report-7 ForwARd Initiative

The Walton Family Foundation and the Winthrop Rockefeller Foundation will provide an update on the ForwARd initiative, a partnership with the Arkansas Department of Education to develop a comprehensive plan to strengthen public education in Arkansas with targeted recommendations for academically distressed schools and districts. The ForwARd partners and Steering Committee have worked with consultants from The Boston Consulting Group on the soon to be released report entitled The State of Public Education in Arkansas. The ForwARd partners will share the findings of the report and discuss the implications. The State of Public Education in Arkansas report will be used to inform ForwARd's intensive public engagement and strategy development. ForwARd expects to complete the comprehensive plan for P-16 education in Arkansas in Spring 2015.

Presenter: Kathy Smith, Walton Family Foundation; Sherece West-Scantlebury, Winthrop Rockefeller Foundation; and Jared Henderson, ForwARd Manager

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

Curriculum & Instruction

U.S. Inter-Agency Collaboration on Education: Virtual Resource Project

Arkansas was selected to be a pilot state for the Virtual Resource Project, whose purpose is designed to bring the collective national resources of the various institutions together to develop innovative, virtual learning tools.

Cassandra Barnett, ADE Program Advisor for School Libraries is the state lead on this pilot. By providing students the opportunity to explore historic objects and teaching resources, the project goal is that learners of all ages will better understand the events, ideas, and movements that have shaped our country and the world.

Participating national institutions and organizations include the American Library Association, Diplomatic Reception Rooms, Institute of Museum and Library Services, Library of Congress, National Archives and Records Administration, National Center for Literacy Education, National Council for the Social Studies, National Council of Teachers of English, National Endowment for the Arts, National Endowment for the Humanities, National Park Service, Newseum, Smithsonian Institution, and the U.S. Department of State.

Following the national initiative's example, three state institutions were identified to bring together their resources, and lead the project in partnership with the Department of State's Diplomatic Reception Rooms. These state partners are the **Arkansas Department of Education**, the **Butler Center for Arkansas Studies**, and **Crystal Bridges Museum of American Art**. At the end of October, the lead team (Kay Bland, Education Coordinator of the Butler Center, Niki Stewart, Director of Education and Engagement of Crystal Bridges, Anne Menotti, Senior Advisor for Education, Marketing and Outreach of the Diplomatic Reception Rooms, and Cassandra Barnett, Program Advisor for School Libraries of the Arkansas Department of Education) met at Crystal Bridges to determine a working process, timeline and action steps to move the project forward. The outcome of this meeting was a white paper outlining the project (available upon request).

Presently, the lead team is working on the following tasks:

1. Identify national standards and state frameworks appropriate for the project:
 - a. American Association of School Librarians - Standards for the 21st Century Learner <http://www.ala.org/aasl/standards-guidelines/learning-standards>

- b. Council of Chief State School Officers (CCSSO) and National Governors Association - Common Core State Standards
<http://www.corestandards.org/>
 - c. National Coalition for Core Arts Standards
<http://nationalartsstandards.org/>
 - d. National Council for the Social Studies - College, Career, and Civic Life (C3) Framework for Social Studies State Standards
<http://www.socialstudies.org/c3>
 - e. Arkansas 2013 Library Media Frameworks
http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/library-media
 - f. English Language Arts Frameworks
http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/english-language-arts
 - g. Arkansas Fine Arts Frameworks (2014 revisions soon to be released) http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/fine-arts
 - h. Arkansas Social Studies Frameworks (2014 revisions soon to be released) http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/social-studies
2. Survey the holdings of the national and state partners who have collections that can be digitized:
- a. Diplomatic Reception Rooms (U.S. Department of State) - <https://diplomaticrooms.state.gov/home.aspx>
 - b. Library of Congress - <http://www.loc.gov/>
 - c. National Archives and Records Administration - <http://www.archives.gov/>
 - d. National Park Service - <http://www.nps.gov/index.htm>
 - e. Newseum - <http://www.newseum.org/>
 - f. Smithsonian Institution - <http://www.si.edu/>
3. Identify the thematic areas and align with standards, frameworks and resources.
4. Create a model module, based on one of the thematic areas, which will include objectives, a unit overview, lesson plans, sample activities, identified objects, and assessment pieces. The plan is to pull in a group of teachers and school librarians in Central Arkansas (for the sake of convenience) to work with the lead team to develop the first module.

5. Develop guidelines and assessments for vetting potential units and other content.
6. Identify schools and school districts to participate in the project. The goal is to select a representative sample of
 - a. urban, rural, suburban from various regions of the state
 - b. large, medium and small schools and school districts
 - c. public, private, magnet and charter schools
 - d. grades 5 - 12
7. Select working groups (teams of ELA, Fine Arts, and Social Studies teachers, school librarians and when appropriate, area specialists, such as education coordinators for specific museums and other institutions)
8. Prepare for “the Summit” (an immersive event for the work groups to test our ideas for the creation of multi-disciplinary lessons and resources) tentatively scheduled for July 8-10, 2015. The model module developed by the initial working group will be a major resource for this gathering. A sponsor/donor for this event has been approached.

The lead team is currently meeting weekly via conference calls every week to continue the work.

Special Education District Monitoring

Previously, the State’s Annual Determination, made by the National Office of Special Education Programs (OSEP), was heavily focused on compliance with statutory and regulatory requirements, with limited attention given to how these requirements impacted results for students with disabilities. Results-driven Accountability (RDA), OSEP’s new accountability system for states, includes a more balanced focus between compliance and student results.

Based upon the changes at the national level, the Arkansas Department of Education Special Education Unit is transitioning to a need-based tiered monitoring system, which will integrate special education compliance and performance indicators relating them to a results-driven system for students with disabilities. Self-Monitoring is a critical first step in the process, which requires local educational agencies (LEAs) to examine their local policies, practices, procedures and paperwork. If non-compliant practices are determined, the local LEA will be responsible to self-correct issues at that level, thus giving the LEA buy-in and ownership.

- ADE will continue to monitor district special education data submitted through the student management system and financial management system.
- ADE will continue to investigate State Complaints and Due Process Hearings.
- ADE will virtually review self-monitoring indicator data.

- ADE will request additional file reviews and documentation when non-compliance is indicated.
- ADE will randomly select and check LEAs on-site for compliance.
- ADE will provide feedback of compliance and non-compliance to each LEA Supervisor after Self-Monitoring Cycle ends.
- ADE will be available to provide Technical Assistance to districts with findings.

In the Spring of 2015, ADE will pilot a comprehensive Results-Focused Monitoring. The Special Education Unit will partner with State Personnel Development Grant (SPDG) staff, School Improvement and other agencies to assist one or more targeted LEAs in examination of programs, as they related to student outcomes.

Guidance and School Counseling

The Guidance and School Counseling Unit provided professional development to school counselors across the State during the fall semester. The training, led by ADE's Suzanne Knowles, Director of Guidance and School Counseling reported participants that included counselors from across the state, educational cooperatives, and supporting organizations including the director for the Center for Good Mourning at Arkansas Children's Hospital, Beverly Miller, and Susan Cohen from the Injury Prevention Center. The fall topics included the following:

- Teacher Excellence Support System and Counselors
- American School Counselor Association Model
- Dyslexia
- College & Career Readiness Planning Program (SREB Transition Course)
- Student Services Report
- Digital Learning
- Suicide Prevention and bullying by Arkansas Children's Hospital

Arkansas School-Based Health Center (SBHC) Initiative

History and Purpose: Since the 1960's schools around the nation have offered health services on site. Currently all fifty states have school-based health centers. The Arkansas Department of Education, in partnership with the Arkansas Department of Health, has awarded funds and provides assistance to twenty-three schools to establish school-based health centers. Mental health and physical health services are available at school. Emphasis is placed on disease prevention and health promotion efforts, such as asthma management and Vaccine for Children program. Well-child checkups are provided to students. Parental consent is required for a student to receive services at school. School-Based health centers are not intended to take the place of a student's medical home. The intention is to remove access barriers for students not receiving basic care. School-Based health centers collaborate with and

make referrals to community medical, behavioral, and oral health providers. School-Based health centers are another entry point for children who may not otherwise be able or willing to seek help outside the school. The purpose is to maximize a student's opportunity for academic success by the following:

- Attends to unmet health care needs by placing health care where the students are and when they need it.
- Supports students by providing a safe place to talk about sensitive issues such as depression, family problems, relationships, and substance abuse.
- Supports the school environment by helping children stay in school and by identifying and addressing health problems that may intervene in the learning process.
- Supports families by allowing parents to stay at work while attending to their child's routine health care needs.
- Saves money by keeping children out of hospitals and emergency rooms
- Teaches students to be better health care consumers.
- Strengthens the connection between the community and the school.

Currently, most of the SBHCs across the State are funded by the School-Based Health Center Initiative grant. Grantees submit program reports quarterly, which include basic information regarding demographics, staff hours, most frequent diagnoses and number of students served. More than 24,000 medical encounters have occurred in the SBHCs funded by this grant since its implementation. More than 37,000 students have used mental health services in Arkansas SBHCs. There are many more users of school-based mental health (SBMH) services across the State as most schools have a SBMH program. When a school adds a SBHC, the school integrates their existing SBMH program with the medical services. This is a powerful model that allows health care providers to work in their areas of specialty collaboratively for the benefit of our students. Oral health services are being offered in six of the SBHCs in Arkansas. There are still several counties in our State that do not have a dentist. SBHCs are responding to this deficit and beginning to fill the need. More than 2,200 students have received dental services in SBHCs since the grant's implementation. New SBHCs emerge each year, adding to Arkansas numbers and expanding health care across the State. Vision and hearing screens are a part of the healthcare provided by school nurses in every school statewide. SBHCs recognized a need in their community to bring optometric services to their campus. Over 680 students have received vision testing from an optometrist and have had to opportunity to choose and receive eye-glasses at school.

Assessment

During the past year ADE employees and Arkansas educators have been involved in various aspects of the development of the PARCC assessment. The table below lists all Arkansas participants from the past year. Arkansas is very

well represented at all meetings pertaining to the PARCC assessment and our educators are well received and respected for their time.

State Lead	Hope Allen	Director of Student Assessment	ADE
ELA OWG	Sheree Baird	Public School Program Advisor - ELA	ADE
Tech OWG	Jimmy Blevins	Public School Program Coordinator - Tech Admin	ADE
ELA OWG	Jessica McIntosh	Public School Program Advisor - ELA	ADE
ELA OWG	Teresa Moka	Public School Program Advisor - ELA	ADE
English OWG	Janice Morley	Public School Program Advisor - ELA	ADE
Math OWG	Thomas Coy	Public School Program Coordinator- Mathematics	ADE
Admin	Susan Grey	Test Administrator	ADE
Math OWG	Connie Storey	Public School Program Advisor - Mathematics	ADE
AAF OWG	Jared Hogue	Public School Program Advisor	ADE
Admin OWG	Alex Pritchett	Test Administrator	ADE
Math OWG	Dorie Summons	Public School Program Advisor-- Mathematics	ADE

The Fall Block administration of the PARCC assessment occurred between December 1st and January 16th. The following Arkansas schools participated in this administration: Riverview, Nashville, Mountain Home, Bentonville, Glen Rose, Siloam Springs, Farmington, Gentry, Benton, Russellville, Haas Hall Academy, Lakeside, Vilonia, Drew Central, Valley Springs, SIATech High, Monticello, Dardanelle, and Rogers. These schools participated based on the needs of their students. Students that completed a course at semester were eligible for this round of testing. All fall block testing was paper based.

The assessment office has completed Phase I of training for districts as they prepare to give the PARCC assessment this spring. District testing coordinator training has been conducted at nine sites across the state with over 1,000 district participants. Phase II, Technology Training, is currently being conducted at

educational cooperatives across the State to assist districts with the online delivery platform. Phase III will begin in January with the recording of webinars for training of test administrators, Accommodations and Accessibility Features and assessment design. All webinars will be posted online for educators to view and use as needed.

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: December 19, 2014
TO: Arkansas State Board of Education
FROM: Tony Wood
SUBJECT: Grade Inflation Report

As required by ACA 6-15-421, attached is the 2013-2014 Grade Inflation report. As required by statute, the report, based on the results of the 2013-2014 state mandated tests, includes for each high school, the number of students receiving a grade of "B" or above in the corresponding course who did not pass the end of course assessment on the first attempt. The report also includes a report containing the name, address, and superintendent of any high school in which more than twenty percent (20%) of the students received a letter grade of "B" or above, but did not pass the end-of-course assessment on the first attempt.

As required by statute, copy of this same report is being submitted to the Legislature.

District	LEA Number	School	Percent of Students with Grade A or B Who Were Not Proficient on EOC (Inflated)	Percent of Students with Grade A or B Who Were Proficient on EOC	Number of Students with Grade A or B (Denominator for Grade Inflation)	Number of Students with Grade A or B Who Were Not Proficient on EOC (Numerator for Grade Inflation)	Count of Algebra And Geometry EOC Scores for Exams Given in School Year 2013-14	Number of Students Who Were Proficient on EOC	Number of Students with Grade A or B Scores Who Were Proficient on EOC	Superintendent	District Address	District_City_State_Zip	District Phone
ACADEMICS PLUS	6040703	ACADEMICS PLUS	4.8	95.2	21	1	49	32	20	ROBERT MCGILL	900 Edgewood Drive	MAUMELLE, AR 72113	501-803-9730
ALMA	1701002	ALMA HIGH SCHOOL	13.0	87	207	27	386	259	180	DAVID WOOLLY	P.O. BOX 2359	ALMA, AR 72921	479-632-4791
ALPENA	501002	ALPENA HIGH SCHOOL	0.0	100	17	0	52	41	17	ANDREA MARTIN	P.O. BOX 270	ALPENA, AR 72611	870-437-2220
ARK. SCHOOL FOR THE BLIND	6091002	ARK. SCHOOL FOR THE BLIND H.S.	50.0	50	RV	RV	RV	RV	RV	JIM HILL	2600 W Markham St	LITTLE ROCK, AR 72205	501-296-1810
ARK. SCHOOL FOR THE DEAF	6092002	ARK. SCHOOL FOR THE DEAF H.S.	90.0	10	10	9	10	1	1	MICHAEL PHILLIPS	2400 W. Markham	LITTLE ROCK, AR 72201	501-324-9506
ARKADELPHIA	1002010	ARKADELPHIA HIGH SCHOOL	10.4	89.6	77	8	204	123	69	LARY WHITTEN	235 NORTH 11TH	ARKADELPHIA, AR 71923	870-246-5564
ARMOREL	4701002	ARMOREL HIGH SCHOOL	4.5	95.5	22	1	68	49	21	SALLY BENNETT	P.O. BOX 99	ARMOREL, AR 72310	870-763-6639
ASHDOWN	4101004	ASHDOWN HIGH SCHOOL	7.4	92.6	54	4	130	72	50	JOSEPH WALKER	511 North Second Street	ASHDOWN, AR 71822	870-898-3208
ATKINS	5801002	ATKINS HIGH SCHOOL	3.8	96.2	52	2	128	87	50	T. GOTCHER	307 N CHURCH STREET	ATKINS, AR 72823	479-641-7871
AUGUSTA	7401003	AUGUSTA HIGH SCHOOL	15.4	84.6	13	2	43	23	11	NORMAN NASSAR	320 SYCAMORE	AUGUSTA, AR 72006	870-347-2241
BALD KNOB	7301003	BALD KNOB HIGH SCHOOL	19.0	81	79	15	124	89	64	ROBERT WILLIAMS	103 West Park Street	BALD KNOB, AR 72010	501-724-3273
BARTON-LEXA	5401003	BARTON HIGH SCHOOL	13.2	86.8	38	5	103	43	33	JOHN WILSON	PO BOX 97	BARTON, AR 72312	870-572-7294
BATESVILLE	3201005	BATESVILLE HIGH SCHOOL	12.7	87.3	71	9	155	114	62	RANDY WILLISON	955 WATER STREET	BATESVILLE, AR 72501	870-793-6831
BATESVILLE	3201004	BATESVILLE JUNIOR HIGH SCHOOL	2.6	97.4	39	1	80	64	38	RANDY WILLISON	955 WATER STREET	BATESVILLE, AR 72501	870-793-6831
BAUXITE	6301002	BAUXITE HIGH SCHOOL	1.7	98.3	58	1	154	122	57	JERROD WILLIAMS	800 School Street	BAUXITE, AR 72011	501-557-5453
BAUXITE	6301703	MINER ACADEMY	0.0	0.0	RV	RV	RV	RV	RV	JERROD WILLIAMS	800 School Street	BAUXITE, AR 72011	501-557-5453
BAY	1601002	BAY HIGH SCHOOL	8.3	91.7	36	3	70	52	33	OLIVER LAYNE	P.O. Box 39	BAY, AR 72411	870-781-3296
BEARDEN	5201002	BEARDEN HIGH SCHOOL	4.8	95.2	21	1	83	52	20	DENNY ROZENBERG	100 Oak Avenue	BEARDEN, AR 71720	870-687-2236
BEEBE	7302703	BADGER ACADEMY	100.0	0	RV	RV	RV	RV	RV	BELINDA SHOOK	1201 West Center Street	BEEBE, AR 72012	501-882-5463
BEEBE	7302010	BEEBE HIGH SCHOOL	3.3	96.7	123	4	359	290	119	BELINDA SHOOK	1201 West Center Street	BEEBE, AR 72012	501-882-5463
BENTON	6302012	BENTON HIGH SCHOOL	1.0	99	193	2	314	281	191	JEFF COLLUM	P O BOX 939	BENTON, AR 72018	501-778-4861
BENTON	6302010	BENTON JUNIOR HIGH SCHOOL	0.0	100	22	0	56	54	22	JEFF COLLUM	P O BOX 939	BENTON, AR 72018	501-778-4861
BENTON COUNTY SCHOOL OF ARTS	440703	BENTON CTY SCHOOL OF ARTS HIGH	6.1	93.9	66	4	92	79	62	PAUL HINES	8 HALSTED CIR, STE 5	ROGERS, AR 72756	479-878-2787
BENTONVILLE	401003	BENTONVILLE HIGH SCHOOL	1.8	98.2	718	13	1819	1644	705	MICHAEL POORE	500 Tiger Blvd	BENTONVILLE, AR 72712	479-254-5000
BERGMAN	502007	BERGMAN HIGH SCHOOL	0.0	100	60	0	119	114	60	JOE COUCH	P.O. BOX 1	BERGMAN, AR 72615	870-741-5213
BERRYVILLE	801002	BERRYVILLE HIGH SCHOOL	5.4	94.6	92	5	277	211	87	RANDY BYRD	902 W TRIMBLE AVE	BERRYVILLE, AR 72616	870-480-4669
BISMARCK	3001003	BISMARCK HIGH SCHOOL	9.1	90.9	22	2	57	46	20	SUSAN STEWART	11636 HWY 84	BISMARCK, AR 71929	501-865-4888

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BLEVINS	2901002	BLEVINS HIGH SCHOOL	16.3	83.7	43	7	85	53	36	BILLY LEE	P.O. Box 98	BLEVINS, AR 71825	870-874-2801
BLYTHEVILLE	4702706	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	44.2	55.8	172	76	424	156	96	RICHARD ATWILL	PO Box 1169	BLYTHEVILLE, AR 72316	870-762-2053
BOONEVILLE	4201002	BOONEVILLE HIGH SCHOOL	9.5	90.5	21	2	68	51	19	JOHN PARRISH	381 West 7th Street	BOONEVILLE, AR 72927	479-675-3504
BOONEVILLE	4201003	BOONEVILLE JR HIGH SCHOOL	15.4	84.6	13	2	32	24	11	JOHN PARRISH	381 West 7th Street	BOONEVILLE, AR 72927	479-675-3504
BRADFORD	7303015	BRADFORD HIGH SCHOOL	9.1	90.9	22	2	30	23	20	ARTHUR DUNN	PO Box 60	BRADFORD, AR 72020	501-344-2707
BRINKLEY	4801003	BRINKLEY HIGH SCHOOL	6.7	93.3	15	1	56	34	14	ARTHUR TUCKER	200 TIGER DRIVE	BRINKLEY, AR 72021	870-734-5000
BROOKLAND	1603007	BROOKLAND HIGH SCHOOL	9.5	90.5	74	7	153	113	67	KEVIN MCGAUGHEY	200 W. SCHOOL ST.	BROOKLAND, AR 72417	870-932-2080
BROOKLAND	1603010	BROOKLAND JUNIOR HIGH SCHOOL	0.0	100	15	0	38	34	15	KEVIN MCGAUGHEY	200 W. SCHOOL ST.	BROOKLAND, AR 72417	870-932-2080
BRYANT	6303022	BRYANT HIGH SCHOOL	5.5	94.5	457	25	1063	856	432	PHILIP RUTHERFORD	200 NW FOURTH ST	BRYANT, AR 72022	501-847-5600
BUFFALO IS. CENTRAL SCH. DIST.	1605063	BUFFALO IS. CENTRAL HS	0.0	100	22	0	54	45	22	GAYLON TAYLOR	PO BOX 730	MONETTE, AR 72447	870-486-5411
BUFFALO IS. CENTRAL SCH. DIST.	1605062	BUFFALO IS. CENTRAL JHS	9.1	90.9	11	1	21	17	10	GAYLON TAYLOR	PO BOX 730	MONETTE, AR 72447	870-486-5411
CABOT	4304703	ACADEMIC CENTER FOR EXCELLENCE	30.0	70	10	3	51	27	7	WILLIAM THURMAN	602 North Lincoln	CABOT, AR 72023	501-843-3363
CABOT	4304005	CABOT HIGH SCHOOL	1.2	98.8	167	2	469	387	165	WILLIAM THURMAN	602 North Lincoln	CABOT, AR 72023	501-843-3363
CABOT	4304011	CABOT JUNIOR HIGH NORTH	0.0	100	84	0	135	121	84	WILLIAM THURMAN	602 North Lincoln	CABOT, AR 72023	501-843-3363
CABOT	4304004	CABOT JUNIOR HIGH SOUTH	8.8	91.2	57	5	102	85	52	WILLIAM THURMAN	602 North Lincoln	CABOT, AR 72023	501-843-3363
CADDO HILLS	4901003	CADDO HILLS HIGH SCHOOL	6.3	93.8	16	1	72	64	15	PAUL SHELTON	2268 HWY EIGHT E	NORMAN, AR 71960	870-356-5700
CALICO ROCK	3301002	CALICO ROCK HIGH SCHOOL	0.0	100	27	0	66	57	27	JERRY SKIDMORE	PO BOX 220	CALICO ROCK, AR 72519	870-297-8339
CAMDEN FAIRVIEW	5204023	CAMDEN FAIRVIEW HIGH SCHOOL	9.3	90.7	107	10	370	205	97	ROBERT DAVIS	625 Clifton	CAMDEN, AR 71701	870-836-4193
CARLISLE	4303013	CARLISLE HIGH SCHOOL	0.0	100	19	0	46	37	19	JASON CLARK	520 CENTER STREET	CARLISLE, AR 72024	870-552-3931
CAVE CITY	6802002	CAVE CITY HIGH SCHOOL	0.0	100	69	0	171	141	69	STEVEN GREEN	P.O. BOX 600	CAVE CITY, AR 72521	870-283-5391
CEDAR RIDGE	3212027	CEDAR RIDGE HIGH SCHOOL	1.8	98.2	57	1	102	73	56	ANN WEBB	1502 North Hill Street	NEWARK, AR 72562	870-799-8691
CEDARVILLE	1702009	CEDARVILLE HIGH SCHOOL	4.4	95.6	68	3	111	82	65	DANNY FOREMAN	PO Box 97	CEDARVILLE, AR 72932	479-474-7220
CENTERPOINT	5502010	CENTERPOINT HIGH SCHOOL	0.0	100	34	0	102	91	34	ANNE BUTCHER	755 Hwy 8 East	AMITY, AR 71921	870-356-2912
CHARLESTON	2402007	CHARLESTON HIGH SCHOOL	0.0	100	61	0	113	103	61	JEFF STUBBLEFIELD	PO Box 188	CHARLESTON, AR 72933	479-965-7160
CLARENDON	4802010	CLARENDON HIGH SCHOOL	23.4	76.6	47	11	79	48	36	LEE VENT	316 N 6TH STREET	CLARENDON, AR 72029	870-747-3351
CLARKSVILLE	3601005	CLARKSVILLE HIGH SCHOOL	0.0	100	50	0	175	148	50	DAVID HOPKINS	1702 Clark Road	CLARKSVILLE, AR 72830	479-705-3200

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CLARKSVILLE	3601004	CLARKSVILLE JUNIOR HIGH SCHOOL	0.0	100	19	0	40	33	19	DAVID HOPKINS	1702 Clark Road	CLARKSVILLE, AR 72830	479-705-3200
CLEVELAND COUNTY	1305010	RISON HIGH SCHOOL	4.7	95.3	43	2	108	83	41	JOHNNIE JOHNSON	P.O. Box 600	RISON, AR 71665	870-325-6344
CLINTON	7102006	CLINTON HIGH SCHOOL	66.7	33.3	6	4	43	32	2	SCOTT JONES	683 POPLAR STREET	CLINTON, AR 72031	501-745-6005
CLINTON	7102008	CLINTON JR HIGH SCHOOL	0.0	100	15	0	31	25	15	SCOTT JONES	683 POPLAR STREET	CLINTON, AR 72031	501-745-6005
CONCORD	1201002	CONCORD HIGH SCHOOL	3.0	97	33	1	61	53	32	MICHAEL DAVIDSON	P.O. BOX 10	CONCORD, AR 72523	870-668-3844
CONWAY	2301006	CONWAY HIGH SCHOOL	3.0	97	299	9	854	695	290	GREG MURRY	2220 Prince Street	CONWAY, AR 72034	501-450-4800
CONWAY	2301020	CONWAY JUNIOR HIGH SCHOOL	3.5	96.5	144	5	232	193	139	GREG MURRY	2220 Prince Street	CONWAY, AR 72034	501-450-4800
CORNING	1101004	CORNING HIGH SCHOOL	4.1	95.9	49	2	115	84	47	KELLEE SMITH	P O Box 479	CORNING, AR 72422	870-857-6818
COSSATOT RIVER	5707023	COSSATOT RIVER HIGH SCHOOL	16.7	83.3	30	5	98	42	25	LENDALL MARTIN	130 School Dr	WICKES, AR 71973	870-385-7101
COSSATOT RIVER	5707017	UMPIRE HIGH SCHOOL	20.0	80	15	3	28	16	12	LENDALL MARTIN	130 School Dr	WICKES, AR 71973	870-385-7101
COTTER	302007	COTTER HIGH SCHOOL	2.5	97.5	40	1	78	55	39	DONALD SHARP	PO Box 70	COTTER, AR 72626	870-435-6171
COUNTY LINE	2403012	COUNTY LINE HIGH SCHOOL	0.0	100	16	0	36	31	16	JOAN JONES	12092 W Hwy 22	BRANCH, AR 72928	479-635-2222
CROSS COUNTY	1901703	CROSS CNTY HIGH A NEW TECH SCH	0.0	100	18	0	78	57	18	M WILSON	21 CR 215	CHERRY VALLEY, AR 72324	870-588-3338
CROSSETT	201006	CROSSETT HIGH SCHOOL	15.2	84.8	105	16	290	149	89	BARBARA WOOD	219 Main	CROSSETT, AR 71635	870-364-3112
CUTTER-MORNING STAR	2601002	CUTTER-MORNING STAR HIGH SCH.	15.2	84.8	33	5	70	42	28	NANCY ANDERSON	2801 Spring Street	HOT SPRINGS, AR 71901	501-262-2414
DANVILLE	7503006	DANVILLE HIGH SCHOOL	9.7	90.3	31	3	92	60	28	GREGG GRANT	201 E 11TH STREET	DANVILLE, AR 72833	479-495-4800
DARDANELLE	7504011	DARDANELLE HIGH SCHOOL	0.0	100	63	0	175	172	63	JOHN THOMPSON	209 CEDAR STREET	DARDANELLE, AR 72834	479-229-4111
DECATUR	402009	DECATUR HIGH SCHOOL	50.0	50	2	1	54	37	1	LARRY BEN	1498 Stadium Ave.	DECATUR, AR 72722	479-752-3986
DEER/MT. JUDEA	5106002	DEER HIGH SCHOOL	27.3	72.7	22	6	30	18	16	RICHARD DENNISTON	P.O. BOX 56	DEER, AR 72628	870-428-5433
DEER/MT. JUDEA	5106010	MOUNT JUDEA HIGH SCHOOL	40.0	60	5	2	12	4	3	RICHARD DENNISTON	P.O. BOX 56	DEER, AR 72628	870-428-5433
DEQUEEN	6701003	DEQUEEN HIGH SCHOOL	7.4	92.6	27	2	129	90	25	BRUCE HILL	PO BOX 950	DE QUEEN, AR 71832	870-584-4312
DEQUEEN	6701005	DEQUEEN JUNIOR HIGH SCHOOL	0.0	100	24	0	64	55	24	BRUCE HILL	PO BOX 950	DE QUEEN, AR 71832	870-584-4312
DERMOTT	901003	DERMOTT HIGH SCHOOL	25.0	75	12	3	54	18	9	KELVIN GRAGG	PO BOX 380	DERMOTT, AR 71638	870-538-1000
DES ARC	5901002	DES ARC HIGH SCHOOL	2.9	97.1	34	1	88	73	33	RICKY BURNS	600 Main Street	DES ARC, AR 72040	870-256-4164
DEWITT	101004	DEWITT HIGH SCHOOL	11.1	88.9	54	6	121	96	48	WANDA DARDENNE	P.O. Box 700	DEWITT, AR 72042	870-946-3576
DIERKS	3102002	DIERKS HIGH SCHOOL	20.0	80	25	5	59	32	20	DONNIE DAVIS	P.O. BOX 124	DIERKS, AR 71833	870-286-2191
DOLLARWAY	3502010	DOLLARWAY HIGH SCHOOL	43.1	56.9	58	25	162	60	33	BOBBY ACKLIN	4900 DOLLARWAY ROAD	PINE BLUFF, AR 71602	870-534-7003
DOVER	5802006	DOVER HIGH SCHOOL	4.6	95.4	87	4	180	130	83	JERRY OWENS	P.O. BOX 325	DOVER, AR 72837	479-331-2916

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DREW CENTRAL	2202005	DREW CENTRAL HIGH SCHOOL	8.0	92	25	2	79	53	23	BILLY WILLIAMS	250 University	MONTICELLO, AR 71655	870-367-5369
DUMAS	2104021	DUMAS HIGH SCHOOL	4.0	96	25	1	98	59	24	DAVID RAINEY	CALLER #8880	DUMAS, AR 71639	870-382-4571
DUMAS	2104020	DUMAS JUNIOR HIGH SCHOOL	0.0	100	2	0	26	7	2	DAVID RAINEY	CALLER #8880	DUMAS, AR 71639	870-382-4571
EARLE	1802007	EARLE HIGH SCHOOL	25.0	75	20	5	59	28	15	RICKEY NICKS	P.O.BOX 637	EARLE, AR 72331	870-792-8486
EAST END	5301002	BIGELOW HIGH SCHOOL	5.6	94.4	36	2	72	55	34	ERIC SAUNDERS	114 West Panther Dr	BIGELOW, AR 72016	501-759-2808
EAST POINSETT CO.	5608037	EAST POINSETT CO. HIGH SCHOOL	31.3	68.7	67	21	108	61	46	MICHAEL PIERCE	502 MCCLELLAN ST.	LEPANTO, AR 72354	870-475-2472
EL DORADO	7001012	EL DORADO HIGH SCHOOL	2.8	97.2	216	6	682	440	210	ROBERT WATSON	200 WEST OAK STREET	EL DORADO, AR 71730	870-864-5001
ELKINS	7201002	ELKINS HIGH SCHOOL	1.4	98.6	70	1	220	147	69	JON JORDAN	349 N. CENTER ST.	ELKINS, AR 72727	479-643-2172
EMERSON-TAYLOR-BRADLEY	1408007	BRADLEY HIGH SCHOOL	10.0	90	10	1	49	29	9	JAMES HINES	506 East Pine Street	TAYLOR, AR 71861	870-694-2251
EMERSON-TAYLOR-BRADLEY	1408002	EMERSON HIGH SCHOOL	0.0	100	9	0	34	32	9	JAMES HINES	506 East Pine Street	TAYLOR, AR 71861	870-694-2251
EMERSON-TAYLOR-BRADLEY	1408019	TAYLOR HIGH SCHOOL	0.0	100	13	0	46	43	13	JAMES HINES	506 East Pine Street	TAYLOR, AR 71861	870-694-2251
ENGLAND	4302018	ENGLAND HIGH SCHOOL	20.5	79.5	39	8	84	50	31	EDDIE JOHNSON	501 Pine Bluff Highway	ENGLAND, AR 72046	501-842-2996
ESTEM PUBLIC CHARTER SCHOOL	6047703	ESTEM HIGH CHARTER	22.0	78	50	11	75	48	39	JOHN BACON	123 WEST 3RD	LITTLE ROCK, AR 72201	501-748-9335
EUREKA SPRINGS	802007	EUREKA SPRINGS HIGH SCHOOL	0.0	100	24	0	83	74	24	DAVID KELLOGG	147 GREENWOOD HOLLOW	EUREKA SPRINGS, AR 72632	479-253-5999
FARMINGTON	7202006	FARMINGTON HIGH SCHOOL	16.9	83.1	225	38	308	241	187	BRYAN LAW	42 S. DBL SPRINGS RD	FARMINGTON, AR 72730	479-266-1800
FAYETTEVILLE	7203020	FAYETTEVILLE HIGH SCHOOL EAST	3.2	96.8	94	3	334	270	91	VICKI THOMAS	1000 W BULLDOG BLVD	FAYETTEVILLE, AR 72701	479-444-3000
FAYETTEVILLE	7203018	RAMAY JUNIOR HIGH SCHOOL	0.0	100	38	0	88	73	38	VICKI THOMAS	1000 W BULLDOG BLVD	FAYETTEVILLE, AR 72701	479-444-3000
FAYETTEVILLE	7203019	WOODLAND JUNIOR HIGH SCHOOL	0.0	100	84	0	121	116	84	VICKI THOMAS	1000 W BULLDOG BLVD	FAYETTEVILLE, AR 72701	479-444-3000
FLIPPIN	4501002	FLIPPIN HIGH SCHOOL	17.9	82.1	56	10	106	66	46	DALE QUERY	210 Alford St.	FLIPPIN, AR 72634	870-453-2270
FORDYCE	2002007	FORDYCE HIGH SCHOOL	26.0	74	77	20	179	88	57	DONNY COLLINS	FOUR REDBUG BUS LOOP	FORDYCE, AR 71742	870-352-3005
FOREMAN	4102010	FOREMAN HIGH SCHOOL	2.9	97.1	34	1	69	50	33	JASON SANDERS	PO Box 480	FOREMAN, AR 71836	870-542-7211

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FORREST CITY	6201011	FORREST CITY HIGH SCHOOL	46.6	53.4	133	62	380	146	71	JOYE HUGHES	625 IRVING STREET	FORREST CITY, AR 72335	870-633-1485
FORT SMITH	6601005	BELLE POINT ALTERNATIVE CENTER	100.0	0	1	1	17	2	0	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FORT SMITH	6601022	DORA KIMMONS JR. HIGH SCHOOL	4.5	95.5	22	1	106	62	21	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FORT SMITH	6601020	L. A. CHAFFIN JR. HIGH SCHOOL	4.2	95.8	48	2	92	76	46	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FORT SMITH	6601024	NORTHSIDE HIGH SCHOOL	13.4	86.6	149	20	392	232	129	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FORT SMITH	6601023	RAMSEY JUNIOR HIGH SCHOOL	8.0	92	50	4	97	77	46	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FORT SMITH	6601025	SOUTHSIDE HIGH SCHOOL	3.6	96.4	169	6	383	285	163	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FORT SMITH	6601021	WILLIAM O. DARBY JR. HIGH SCH.	21.4	78.6	28	6	64	35	22	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FOUKE	4603010	FOUKE HIGH SCHOOL	13.7	86.3	95	13	157	112	82	FORREST MULKEY	P.O. BOX 20	FOUKE, AR 71837	870-653-4311
FOUNTAIN LAKE	2602006	FOUNTAIN LAKE HIGH SCHOOL	3.5	96.5	57	2	148	117	55	DARIN BECKWITH	4207 PARK AVE.	HOT SPRINGS, AR 71901	501-701-1700
GENOA CENTRAL	4602006	GENOA CENTRAL HIGH SCHOOL	11.1	88.9	81	9	144	95	72	CARL WATERS	12472 ST HWY 196	TEXARKANA, AR 71854	870-653-4343
GENTRY	403014	GENTRY HIGH SCHOOL	2.4	97.6	123	3	230	195	120	RANDY BARRETT	201 S. GILES AVE.	GENTRY, AR 72734	479-736-2253
GLEN ROSE	3002009	GLEN ROSE HIGH SCHOOL	3.2	96.8	31	1	114	91	30	NATHAN GILLS	14334 HWY 67	MALVERN, AR 72104	501-332-3694
GOSNELL	4708031	GOSNELL HIGH SCHOOL	0.0	100	65	0	194	159	65	BONARD MACE	600 HIGHWAY 181 N	BLYTHEVILLE, AR 72315	870-532-4000
GRAVETTE	404022	GRAVETTE HIGH SCHOOL	0.0	100	81	0	212	180	81	RICHARD PAGE	609 Birmingham St. SE	GRAVETTE, AR 72736	479-787-4100
GREEN FOREST	803012	GREEN FOREST HIGH SCHOOL	13.2	86.8	68	9	204	165	59	PHILIP SUMMERS	P.O. BOX 1950	GREEN FOREST, AR 72638	870-438-5201
GREENBRIER	2303017	GREENBRIER HIGH SCHOOL	0.0	100	135	0	210	201	135	D SPAINHOUR	4 School Drive	GREENBRIER, AR 72058	501-679-4808
GREENBRIER	2303020	GREENBRIER JUNIOR HIGH SCHOOL	0.0	100	35	0	105	92	35	D SPAINHOUR	4 School Drive	GREENBRIER, AR 72058	501-679-4808
GREENE COUNTY TECH	2807009	GREEN CO. TECH JR. HIGH SCHOOL	4.5	95.5	44	2	90	71	42	JERRY NOBLE	5413 W Kingshighway	PARAGOULD, AR 72450	870-236-2762
GREENE COUNTY TECH	2807008	GREENE CO. TECH HIGH SCHOOL	9.3	90.7	75	7	167	121	68	JERRY NOBLE	5413 W Kingshighway	PARAGOULD, AR 72450	870-236-2762
GREENLAND	7204028	GREENLAND HIGH SCHOOL	3.7	96.3	27	1	114	74	26	CHARLES CUDNEY	10 N. MAIN	GREENLAND, AR 72737	479-521-2366
GREENWOOD	6602043	GREENWOOD HIGH SCHOOL	4.1	95.9	49	2	124	91	47	JOHN CIESLA	420 North Main Street	GREENWOOD, AR 72936	479-996-4142
GREENWOOD	6602042	GREENWOOD JUNIOR HIGH SCHOOL	0.0	100	59	0	102	93	59	JOHN CIESLA	420 North Main Street	GREENWOOD, AR 72936	479-996-4142
GURDON	1003018	GURDON HIGH SCHOOL	11.1	88.9	27	3	85	42	24	ALLEN BLACKWELL	#1 Go-Devil Road	GURDON, AR 71743	870-353-4454
GUY-PERKINS	2304022	GUY-PERKINS HIGH SCHOOL	10.0	90	10	1	27	17	9	BRIAN COSSEY	492 Highway 25 North	GUY, AR 72061	501-679-7224
HAAS HALL ACADEMY	7240703	HAAS HALL ACADEMY	0.0	100	68	0	76	76	68	MARTIN SCHOPPMAYER	3155 NORTH COLLEGE	FAYETTEVILLE, AR 72703	479-966-4930
HACKETT	6603048	HACKETT HIGH SCHOOL	8.5	91.5	47	4	88	61	43	WILLIAM PITTMAN	102 North Oak Street	HACKETT, AR 72937	479-638-8822

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HAMBURG	203018	HAMBURG HIGH SCHOOL	0.0	100	82	0	274	201	82	MAX DYSON	202 East Parker	HAMBURG, AR 71646	870-853-9851
HAMPTON	701002	HAMPTON HIGH SCHOOL	0.0	100	21	0	66	39	21	JAMES CUNNINGHAM	PO Box 1176	HAMPTON, AR 71744	870-798-2229
HARMONY GROVE (OUACHITA)	5205029	HARMONY GROVE HIGH SCHOOL	0.0	100	32	0	85	65	32	WALTON PIGOTT	401 Ouachita 88	CAMDEN, AR 71701	870-574-0971
HARMONY GROVE (OUACHITA)	5205012	SPARKMAN HIGH SCHOOL	0.0	100	5	0	19	12	5	WALTON PIGOTT	401 Ouachita 88	CAMDEN, AR 71701	870-574-0971
HARMONY GROVE SCH DIST(SALINE)	6304030	HARMONY GROVE HIGH SCHOOL	0.0	100	41	0	145	127	41	DANIEL HENLEY	2621 HWY 229	BENTON, AR 72015	501-778-6271
HARRISBURG	5602007	HARRISBURG HIGH SCHOOL	2.4	97.6	42	1	173	120	41	DANNY SAMPLE	207 WEST ESTES	HARRISBURG, AR 72432	870-578-2416
HARRISON	503016	HARRISON HIGH SCHOOL	1.0	99	96	1	184	163	95	MELINDA MOSS	110 S. Cherry St.	HARRISON, AR 72601	870-741-7600
HARRISON	503015	HARRISON JR. HIGH SCHOOL	5.7	94.3	35	2	61	53	33	MELINDA MOSS	110 S. Cherry St.	HARRISON, AR 72601	870-741-7600
HARTFORD	6604052	HARTFORD HIGH SCHOOL	25.0	75	20	5	62	28	15	TERESA RAGSDALE	512 W Ludlow St	HARTFORD, AR 72938	479-639-5002
HAZEN	5903012	HAZEN HIGH SCHOOL	0.0	100	48	0	89	65	48	MATTHEW DONAGHY	477 N HAZEN AVE	HAZEN, AR 72064	870-255-4549
HEBER SPRINGS	1202006	HEBER SPRINGS HIGH SCHOOL	1.7	98.3	119	2	263	221	117	RUSSELL HESTER	1100 WEST PINE ST.	HEBER SPRINGS, AR 72543	501-362-6712
HECTOR	5803010	HECTOR HIGH SCHOOL	35.7	64.3	56	20	113	60	36	WALT DAVIS	11520 SR 27	HECTOR, AR 72843	479-284-2021
HELENA / W. HELENA.	5403019	CENTRAL HIGH SCHOOL	27.3	72.7	77	21	153	65	56	SUZANNE MCCOMMON	305 VALLEY DRIVE	HELENA, AR 72342	870-338-4425
HERMITAGE	601007	HERMITAGE HIGH SCHOOL	10.0	90	20	2	44	29	18	RICHARD RANKIN	P. O. Box 38	HERMITAGE, AR 71647	870-463-2246
HIGHLAND	6804010	HIGHLAND HIGH SCHOOL	10.0	90	50	5	159	83	45	TRACY WEBB	1627 Hwy. 62/412	HARDY, AR 72542	870-856-3275
HILLCREST	3809023	HILLCREST HIGH SCHOOL	0.0	100	10	0	26	19	10	GREG CRABTREE	P.O. BOX 50	STRAWBERRY, AR 72469	870-528-3856
HOPE	2903012	HOPE HIGH SCHOOL	10.9	89.1	55	6	202	100	49	BOBBY HART	117 E SECOND STREET	HOPE, AR 71801	870-722-2700
HORATIO	6703013	HORATIO HIGH SCHOOL	3.8	96.2	52	2	159	127	50	JOHN WARD	205 ISBELL ST	HORATIO, AR 71842	870-832-2340
HOT SPRINGS	2603021	HOT SPRINGS HIGH SCHOOL	15.4	84.6	39	6	308	162	33	JOYCE CRAFT	400 Linwood Ave.	HOT SPRINGS, AR 71913	501-624-3372
HOXIE	3804010	HOXIE HIGH SCHOOL	4.1	95.9	49	2	109	79	47	DENNIS TRUXLER	P O. Box 240	HOXIE, AR 72433	870-886-2401
HUGHES	6202024	HUGHES HIGH SCHOOL	16.7	83.3	6	1	38	23	5	SHERYL OWENS	310 COLLEGE ST	HUGHES, AR 72348	870-339-2570
HUNTSVILLE	4401003	HUNTSVILLE HIGH SCHOOL	0.0	100	150	0	332	309	150	ROBERT ALLEN	PO Drawer F	HUNTSVILLE, AR 72740	479-738-2011
HUNTSVILLE	4401012	ST. PAUL HIGH SCHOOL	0.0	100	7	0	20	16	7	ROBERT ALLEN	PO Drawer F	HUNTSVILLE, AR 72740	479-738-2011
IZARD COUNTY CONSOLIDATED	3306015	IZARD CO. CONS. HIGH SCHOOL	0.0	100	21	0	52	38	21	FRED WALKER	P.O. Box 115	BROCKWELL, AR 72517	870-258-7700
JACKSON CO.	3405025	TUCKERMAN HIGH SCHOOL	10.4	89.6	48	5	91	69	43	CHESTER SHANNON	P.O. BOX 1070	TUCKERMAN, AR 72473	870-349-2232
JACKSONVILLE LIGHTHOUSE CHARTER	6050703	COLLEGE PREP ACADEMY	17.1	82.9	35	6	86	48	29	PHILLIS NICHOLS ANDERSON	401 Main	NLR, AR 72216	501-374-5001

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JASPER	5102006	JASPER HIGH SCHOOL	0.0	100	11	0	59	51	11	KERRY SAYLORS	P O BOX 446	JASPER, AR 72641	870-446-2223
JASPER	5102008	KINGSTON HIGH SCHOOL	0.0	100	5	0	23	19	5	KERRY SAYLORS	P O BOX 446	JASPER, AR 72641	870-446-2223
JASPER	5102024	OARK HIGH SCHOOL	0.0	100	6	0	17	13	6	KERRY SAYLORS	P O BOX 446	JASPER, AR 72641	870-446-2223
JESSIEVILLE	2604030	JESSIEVILLE HIGH SCHOOL	19.4	80.6	62	12	114	67	50	ANDREW CURRY	7900 Hwy 7 North	JESSIEVILLE, AR 71949	501-984-5381
JONESBORO	1608023	ANNIE CAMP JR. HIGH SCHOOL	21.4	78.6	14	3	36	20	11	KIM WILBANKS	2506 Southwest Sq	JONESBORO, AR 72401	870-933-5800
JONESBORO	1608024	DOUGLAS MACARTHUR JHS	5.9	94.1	17	1	48	32	16	KIM WILBANKS	2506 Southwest Sq	JONESBORO, AR 72401	870-933-5800
JONESBORO	1608703	THE ACADEMIES AT JONESBORO HIGH SCHOOL	6.1	93.9	114	7	298	191	107	KIM WILBANKS	2506 Southwest Sq	JONESBORO, AR 72401	870-933-5800
JUNCTION CITY	7003028	JUNCTION CITY HIGH SCHOOL	12.0	88	25	3	84	46	22	DANNY THOMAS	PO BOX 790	JUNCTION CITY, AR 71749	870-924-4575
KIPP DELTA PUBLIC SCHOOLS	5440703	KIPP:DELTA COLLEGIATE HIGH SCH	0.0	100	12	0	62	50	12	SCOTT SHIREY	415 OHIO STREET	HELENA, AR 72342	870-753-9035
KIRBY	5503011	KIRBY HIGH SCHOOL	10.0	90	40	4	64	46	36	JEFF ALEXANDER	PO Box 9	KIRBY, AR 71950	870-398-4212
LAFAYETTE COUNTY	3704013	LAFAYETTE COUNTY HIGH SCHOOL	6.7	93.3	15	1	89	47	14	MARK KEITH	P O Box 950	LEWISVILLE, AR 71845	870-921-5500
LAKE HAMILTON	2605034	LAKE HAMILTON HIGH SCHOOL	3.0	97	264	8	521	432	256	PAUL ANDERSON	205 WOLF STREET	PEARCY, AR 71964	501-767-2306
LAKE HAMILTON	2605035	LAKE HAMILTON JR. HIGH SCHOOL	3.6	96.4	56	2	104	89	54	PAUL ANDERSON	205 WOLF STREET	PEARCY, AR 71964	501-767-2306
LAKESIDE (CHICOT)	903018	LAKESIDE HIGH SCHOOL	11.9	88.1	42	5	120	70	37	JOYCE VAUGHT	1110 SOUTH LAKESHORE	LAKE VILLAGE, AR 71653	870-265-7300
LAKESIDE (GARLAND)	2606044	LAKESIDE HIGH SCHOOL	2.0	98	201	4	393	346	197	SHAWN COOK	2837 MALVERN AVENUE	HOT SPRINGS, AR 71901	501-262-1880
LAMAR	3604019	LAMAR HIGH SCHOOL	6.7	93.3	45	3	149	122	42	ROY HESTER	301 ELBERTA ST.	LAMAR, AR 72846	479-885-3907
LAVACA	6605057	LAVACA HIGH SCHOOL	13.1	86.9	61	8	117	82	53	STEVEN ROSE	P. O. BOX 8	LAVACA, AR 72941	479-674-5611
LAWRENCE COUNTY	3810002	BLACK ROCK HIGH SCHOOL	0.0	100	3	0	13	10	3	TERRY BELCHER	508 East Free Street	WALNUT RIDGE, AR 72476	870-886-6634
LAWRENCE COUNTY	3810027	WALNUT RIDGE HIGH SCHOOL	0.0	100	28	0	85	65	28	TERRY BELCHER	508 East Free Street	WALNUT RIDGE, AR 72476	870-886-6634
LEAD HILL	506032	LEAD HILL HIGH SCHOOL	14.3	85.7	21	3	63	37	18	JOHN DAVIDSON	P.O. BOX 20	LEAD HILL, AR 72644	870-436-5249
LEE COUNTY	3904011	LEE HIGH SCHOOL	0.0	100	30	0	106	60	30	WILLIE MURDOCK	188 W. CHESTNUT ST.	MARIANNA, AR 72360	870-295-7100
LINCOLN	7205706	LINCOLN NEW TECH HIGH SCHOOL	7.0	93	57	4	170	103	53	MARY SPEARS	107 E SCHOOL	LINCOLN, AR 72744	479-824-7300

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LISA ACADEMY	6041703	LISA ACADEMY HIGH	33.3	66.7	27	9	67	33	18	ATNAN EKIN	21 CORPORATE HILL DR	LITTLE ROCK, AR 72205	501-227-4942
LISA ACADEMY NORTH	6048703	LISA ACADEMY-NLR HIGH SCHOOL	0.0	0.0	0	0	12	11	0	FATIH BOGREK	5410 LANDERS RD	SHERWOOD, AR 72117	501-442-4252
LITTLE ROCK	6001001	CENTRAL HIGH SCHOOL	2.4	97.6	328	8	884	635	320	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LITTLE ROCK	6001002	HALL HIGH SCHOOL	34.5	65.5	58	20	426	138	38	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LITTLE ROCK	6001063	J.A. FAIR HIGH SCHOOL	36.8	63.2	19	7	323	119	12	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LITTLE ROCK	6001064	MCCLELLAN MAGNET HIGH SCHOOL	5.1	94.9	39	2	273	124	37	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LITTLE ROCK	6001005	PARKVIEW MAGNET HIGH SCHOOL	2.2	97.8	92	2	361	258	90	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LITTLE ROCK	6001070	W.D. HAMILTON LEARNING ACADEMY	100.0	0	1	1	26	2	0	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LONOKE	4301029	LONOKE HIGH SCHOOL	2.8	97.2	107	3	224	171	104	SUZANNE BAILEY	401 W. HOLLY ST	LONOKE, AR 72086	501-676-2042
MAGAZINE	4202008	J.D. LEFTWICH HIGH SCHOOL	5.6	94.4	18	1	59	43	17	SANDRA BECK	485 E PRIDDY STREET	MAGAZINE, AR 72943	479-969-2566
MAGNET COVE	3003014	MAGNET COVE HIGH SCHOOL	4.8	95.2	42	2	85	70	40	GAIL MCCLURE	472 MAGNET SCHOOL RD	MALVERN, AR 72104	501-332-5468
MAGNOLIA	1402009	MAGNOLIA HIGH SCHOOL	0.0	100	37	0	126	75	37	JOHN MOORE	P.O. Box 649	MAGNOLIA, AR 71754	870-234-4933
MAGNOLIA	1402008	MAGNOLIA JR. HIGH SCHOOL	0.0	100	11	0	64	42	11	JOHN MOORE	P.O. Box 649	MAGNOLIA, AR 71754	870-234-4933
MALVERN	3004023	MALVERN HIGH SCHOOL	8.6	91.4	140	12	290	200	128	BRIAN GOLDEN	1517 South Main St.	MALVERN, AR 72104	501-332-7500
MAMMOTH SPRING	2501002	MAMMOTH SPRING HIGH SCHOOL	0.0	100	19	0	35	30	19	DAVID TURNBOUGH	410 Goldsmith Ave	MAMMOTH SPRING, AR 72554	870-625-3612
MANILA	4712044	MANILA HIGH SCHOOL	10.6	89.4	66	7	190	127	59	PAMELA CASTOR	P.O. BOX 670	MANILA, AR 72442	870-561-4419
MANSFIELD	6606062	MANSFIELD HIGH SCHOOL	0.0	100	24	0	110	80	24	ROBERT ROSS	402 Grove St	MANSFIELD, AR 72944	479-928-4006
MARION	1804015	MARION HIGH SCHOOL	13.6	86.4	59	8	221	131	51	DON JOHNSTON	200 Manor Street	MARION, AR 72364	870-739-5100
MARION	1804014	MARION JUNIOR HIGH SCHOOL	5.9	94.1	51	3	113	87	48	DON JOHNSTON	200 Manor Street	MARION, AR 72364	870-739-5100
MARKED TREE	5604017	MARKED TREE HIGH SCHOOL	0.0	100	29	0	82	69	29	ANNESA THOMPSON	406 ST FRANCIS ST	MARKED TREE, AR 72365	870-358-2913
MARMADUKE	2803017	MARMADUKE HIGH SCHOOL	0.0	100	8	0	76	53	8	TIM GARDNER	1010 GREYHOUND DRIVE	MARMADUKE, AR 72443	870-597-2723
MARVELL-ELAINE	5404032	MARVELL-ELAINE HIGH SCHOOL	0.0	100	1	0	34	15	1	RUTH DENSON	P O BOX 1870	MARVELL, AR 72366	870-829-2101
MAYFLOWER	2305026	MAYFLOWER HIGH SCHOOL	7.2	92.8	69	5	197	143	64	JOHN GRAY	7 Ashmore Drive	MAYFLOWER, AR 72106	501-470-0506
MAYNARD	6102006	MAYNARD HIGH SCHOOL	20.8	79.2	24	5	43	29	19	LARRY SULLINGER	74 Campus Dr	MAYNARD, AR 72444	870-647-3500

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MCCRORY	7403013	MCCRORY HIGH SCHOOL	0.0	100	7	0	43	33	7	BARRY SCOTT	P O BOX 930	MCCRORY, AR 72101	870-731-2535
MCGEHEE	2105028	MCGEHEE HIGH SCHOOL	25.9	74.1	58	15	154	82	43	THOMAS GATHEN	P O BOX 767	MCGEHEE, AR 71654	870-222-3670
MELBOURNE	3302006	MELBOURNE HIGH SCHOOL	16.3	83.7	49	8	104	80	41	GERALD COOPER	PO Box 250	MELBOURNE, AR 72556	870-368-7070
MENA	5703012	MENA HIGH SCHOOL	1.9	98.1	53	1	190	129	52	BENNY WESTON	501 Hickory Street	MENA, AR 71953	479-394-1710
MIDLAND	3211035	MIDLAND HIGH SCHOOL	0.0	100	17	0	53	43	17	DEAN STANLEY	P. O. BOX 630	PLEASANT PLAINS, AR 72568	501-345-8844
MINERAL SPRINGS	3104006	MINERAL SPRINGS HIGH SCHOOL	11.8	88.2	17	2	43	19	15	CURTIS TURNER	PO Box 189	MINERAL SPRINGS, AR 71851	870-287-4748
MONTICELLO	2203012	MONTICELLO HIGH SCHOOL	6.6	93.4	137	9	274	202	128	BOBBY HARPER	935 Scogin Drive	MONTICELLO, AR 71655	870-367-4000
MOUNT IDA	4902007	MOUNT IDA HIGH SCHOOL	0.0	100	24	0	52	45	24	JEANNE SMITH	P O Box 1230	MOUNT IDA, AR 71957	870-867-2333
MOUNTAIN HOME	303703	MTN HOME HIGH CAREER ACADEMICS	8.0	92	187	15	425	316	172	LONNIE MYERS	2465 Rodeo Drive	MOUNTAIN HOME, AR 72653	870-425-1201
MOUNTAIN PINE	2607047	MOUNTAIN PINE HIGH SCHOOL	8.3	91.7	12	1	58	44	11	ROBERT GRAY	P.O. Box 1	MOUNTAIN PINE, AR 71956	501-767-1540
MOUNTAIN VIEW	6901007	MOUNTAIN VIEW HIGH SCHOOL	0.0	100	52	0	149	120	52	ROWDY ROSS	210 HIGH SCHOOL DR.	MOUNTAIN VIEW, AR 72560	870-269-3443
MOUNTAIN VIEW	6901012	RURAL SPECIAL HIGH SCHOOL	0.0	100	13	0	28	26	13	ROWDY ROSS	210 HIGH SCHOOL DR.	MOUNTAIN VIEW, AR 72560	870-269-3443
MOUNTAIN VIEW	6901016	TIMBO HIGH SCHOOL	9.1	90.9	11	1	17	14	10	ROWDY ROSS	210 HIGH SCHOOL DR.	MOUNTAIN VIEW, AR 72560	870-269-3443
MOUNTAINBURG	1703013	MOUNTAINBURG HIGH SCHOOL	3.0	97	33	1	90	62	32	DENNIS COPELAND	129 Highway 71 SW	MOUNTAINBURG, AR 72946	479-369-2121
MT. VERNON/ENOLA	2306030	MT. VERNON/ENOLA HIGH SCHOOL	0.0	100	8	0	22	20	8	LARRY WALTERS	38 Garland Springs Road	MT. VERNON, AR 72111	501-849-2220
MULBERRY	1704017	MULBERRY HIGH SCHOOL	10.0	90	10	1	22	11	9	DANA HIGDON	424 ALMA AVE	MULBERRY, AR 72947	479-997-1715
MULBERRY	1704018	PLEASANT VIEW JUNIOR HIGH	20.0	80	RV	RV	RV	RV	RV	DANA HIGDON	424 ALMA AVE	MULBERRY, AR 72947	479-997-1715
N. LITTLE ROCK	6002080	NORTH LITTLE ROCK ACADEMY	0.0	0.0	RV	RV	RV	RV	RV	KELLY RODGERS JR	2700 POPLAR ST	NORTH LITTLE ROCK, AR 72114	501-771-8000
N. LITTLE ROCK	6002082	NORTH LITTLE ROCK HIGH SCHOOL	8.1	91.9	455	37	1245	754	418	KELLY RODGERS JR	2700 POPLAR ST	NORTH LITTLE ROCK, AR 72114	501-771-8000
NASHVILLE	3105011	NASHVILLE HIGH SCHOOL	11.5	88.5	104	12	153	114	92	DOUGLAS GRAHAM	6100 N. 4th Street	NASHVILLE, AR 71852	870-845-3425
NASHVILLE	3105010	NASHVILLE JUNIOR HIGH SCHOOL	23.3	76.7	30	7	52	38	23	DOUGLAS GRAHAM	6100 N. 4th Street	NASHVILLE, AR 71852	870-845-3425

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NEMO VISTA	1503017	NEMO VISTA HIGH SCHOOL	8.3	91.7	12	1	48	31	11	CODY BEENE	5690 Hwy 9	CENTER RIDGE, AR 72027	501-893-2925
NETTLETON	1611042	NETTLETON HIGH SCHOOL	1.1	98.9	88	1	236	179	87	JAMES DUNIVAN	3300 One Place	JONESBORO, AR 72404	870-910-7800
NEVADA	5008014	NEVADA HIGH SCHOOL	13.6	86.4	22	3	45	32	19	RICHARD MCAFEE	P.O. BOX 50	ROSSTON, AR 71858	870-871-2418
NEWPORT	3403013	NEWPORT HIGH SCHOOL	0.0	100	24	0	131	102	24	LARRY BENNETT	406 WILKERSON DRIVE	NEWPORT, AR 72112	870-523-1311
NORFORK	304022	NORFORK HIGH SCHOOL	0.0	100	13	0	49	38	13	MICHAEL SEAY	44 FIREBALL LANE	NORFORK, AR 72658	870-499-5228
NORPHLET	7006036	NORPHLET HIGH SCHOOL	0.0	100	7	0	26	22	7	ALBERT SNOW	600 School Street	NORPHLET, AR 71759	870-546-2781
OMAHA	504023	OMAHA HIGH SCHOOL	0.0	100	11	0	35	30	11	JERRY PARRETT	522 W. COLLEGE	OMAHA, AR 72662	870-426-3366
OSCEOLA	4713051	OSCEOLA HIGH SCHOOL	12.5	87.5	40	5	140	66	35	MICHAEL COX	2750 W SEMMES	OSCEOLA, AR 72370	870-563-2561
OUACHITA	3005030	OUACHITA HIGH SCHOOL	15.4	84.6	39	6	73	46	33	RONNIE KISSIRE	166 SCHOOLHOUSE ROAD	DONALDSON, AR 71941	501-384-2318
OUACHITA RIVER	5706002	ACORN HIGH SCHOOL	0.0	100	12	0	33	24	12	STEVE CRUMPLER	143 Polk 96	MENA, AR 71953	479-394-2348
OUACHITA RIVER	5706011	ODEN HIGH SCHOOL	0.0	100	11	0	25	24	11	STEVE CRUMPLER	143 Polk 96	MENA, AR 71953	479-394-2348
OZARK	2404017	OZARK HIGH SCHOOL	0.0	100	24	0	72	55	24	JAMES FORD	PO BOX 135	OZARK, AR 72949	479-667-4118
OZARK	2404016	OZARK JUNIOR HIGH SCHOOL	0.0	100	19	0	45	38	19	JAMES FORD	PO BOX 135	OZARK, AR 72949	479-667-4118
OZARK MOUNTAIN	6505011	BRUNO-PYATT HIGH SCHOOL	23.1	76.9	13	3	32	18	10	DOYL "JOE" HULSEY	250 South Hwy 65	ST. JOE, AR 72675	870-439-2213
OZARK MOUNTAIN	6505010	ST. JOE HIGH SCHOOL	0.0	100	11	0	24	17	11	DOYL "JOE" HULSEY	250 South Hwy 65	ST. JOE, AR 72675	870-439-2213
OZARK MOUNTAIN	6505014	WESTERN GROVE HIGH SCHOOL	0.0	100	12	0	32	21	12	DOYL "JOE" HULSEY	250 South Hwy 65	ST. JOE, AR 72675	870-439-2213
PALESTINE-WHEATLEY SCH. DIST.	6205028	PALESTINE-WHEATLEY SENIOR HIGH	2.9	97.1	34	1	95	78	33	JON ESTES	P.O. BOX 790	PALESTINE, AR 72372	870-581-2646
PANGBURN	7309039	PANGBURN HIGH SCHOOL	3.1	96.9	32	1	93	66	31	KATHY BERRYHILL	1100 SHORT ST.	PANGBURN, AR 72121	501-728-4511
PARAGOULD	2808043	PARAGOULD HIGH SCHOOL	13.7	86.3	124	17	298	191	107	DEBORAH SMITH	1501 W COURT STREET	PARAGOULD, AR 72450	870-239-2105
PARIS	4203012	PARIS HIGH SCHOOL	6.8	93.2	59	4	131	102	55	ROYCE FAWCETT	602 N. TENTH ST.	PARIS, AR 72855	479-963-3243
PARKERS CHAPEL	7007040	PARKERS CHAPEL HIGH SCHOOL	1.6	98.4	61	1	118	108	60	MICHAEL WHITE	401 PARKERS CHAPEL R	EL DORADO, AR 71730	870-862-4641
PEA RIDGE	407027	PEA RIDGE HIGH SCHOOL	5.0	95	140	7	228	184	133	RICK NEAL	781 W. PICKENS ROAD	PEA RIDGE, AR 72751	479-451-8181
PERRYVILLE	5303011	PERRYVILLE HIGH SCHOOL	13.2	86.8	38	5	96	72	33	RON WILSON	614 S. Fourche Avenue	PERRYVILLE, AR 72126	501-889-2327
PIGGOTT	1104018	PIGGOTT HIGH SCHOOL	10.9	89.1	55	6	109	75	49	CHARNELSA POWELL	P O BOX 387	PIGGOTT, AR 72454	870-598-2572
PINE BLUFF	3505044	JACK ROBEY JR. HIGH SCHOOL	17.2	82.8	29	5	95	47	24	LINDA WATSON	512 SOUTH PINE	PINE BLUFF, AR 71601	870-543-4200
PINE BLUFF	3505042	PINE BLUFF HIGH SCHOOL	23.1	76.9	39	9	208	73	30	LINDA WATSON	512 SOUTH PINE	PINE BLUFF, AR 71601	870-543-4200

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POCAHONTAS	6103010	POCAHONTAS HIGH SCHOOL	0.0	100	12	0	43	29	12	DARYL BLAXTON	2300 North Park Street	POCAHONTAS, AR 72455	870-892-4573
POCAHONTAS	6103012	POCAHONTAS JUNIOR HIGH SCHOOL	0.0	100	25	0	49	41	25	DARYL BLAXTON	2300 North Park Street	POCAHONTAS, AR 72455	870-892-4573
POTTSVILLE	5804014	POTTSVILLE HIGH SCHOOL	2.2	97.8	46	1	124	112	45	LARRY DUGGER	7000 SR 247	POTTSVILLE, AR 72858	479-968-8101
POTTSVILLE	5804016	POTTSVILLE JUNIOR HIGH SCHOOL	0.0	100	8	0	30	24	8	LARRY DUGGER	7000 SR 247	POTTSVILLE, AR 72858	479-968-8101
POYEN	2703010	POYEN HIGH SCHOOL	2.1	97.9	47	1	85	78	46	JERRY NEWTON	PO Box 209	POYEN, AR 72128	501-332-8884
PRAIRIE GROVE	7206036	PRAIRIE GROVE HIGH SCHOOL	4.2	95.8	95	4	221	184	91	ALLEN WILLIAMS	110 School Street	PRAIRIE GROVE, AR 72753	479-846-4242
PRAIRIE GROVE	7206036	PRAIRIE GROVE HIGH SCHOOL	4.2	95.8	95	4	221	184	91	ROBIN HIXSON	110 School Street	PRAIRIE GROVE, AR 72753	479-846-4242
PRAIRIE GROVE	7206036	PRAIRIE GROVE HIGH SCHOOL	4.2	95.8	95	4	221	184	91	VOL WOODS	110 School Street	PRAIRIE GROVE, AR 72753	479-846-4242
PRESCOTT	5006024	PRESCOTT HIGH SCHOOL	27.4	72.6	73	20	118	56	53	ROBERT POOLE	762 MARTIN STREET	PRESCOTT, AR 71857	870-887-3016
PULASKI COUNTY SPECIAL	6003123	JACKSONVILLE HIGH SCHOOL	3.8	96.2	79	3	290	163	76	JERRY GUESS	925 E. Dixon Rd	LITTLE ROCK, AR 72206	501-234-2000
PULASKI COUNTY SPECIAL	6003127	JOE T. ROBINSON HIGH SCHOOL	4.3	95.7	23	1	168	115	22	JERRY GUESS	925 E. Dixon Rd	LITTLE ROCK, AR 72206	501-234-2000
PULASKI COUNTY SPECIAL	6003151	MAUMELLE HIGH SCHOOL	7.1	92.9	99	7	409	249	92	JERRY GUESS	925 E. Dixon Rd	LITTLE ROCK, AR 72206	501-234-2000
PULASKI COUNTY SPECIAL	6003136	NORTH PULASKI HIGH SCHOOL	2.2	97.8	45	1	211	136	44	JERRY GUESS	925 E. Dixon Rd	LITTLE ROCK, AR 72206	501-234-2000
PULASKI COUNTY SPECIAL	6003128	SYLVAN HILLS HIGH SCHOOL	2.9	97.1	69	2	335	248	67	JERRY GUESS	925 E. Dixon Rd	LITTLE ROCK, AR 72206	501-234-2000
PULASKI COUNTY SPECIAL	6003125	WILBUR D. MILLS HIGH SCHOOL	20.0	80	20	4	205	99	16	JERRY GUESS	925 E. Dixon Rd	LITTLE ROCK, AR 72206	501-234-2000
QUITMAN	1203011	QUITMAN HIGH SCHOOL	2.7	97.3	37	1	64	50	36	RHONDA BRADFORD	P O BOX 178	QUITMAN, AR 72131	501-589-3156
RECTOR	1106023	RECTOR HIGH SCHOOL	11.1	88.9	18	2	52	21	16	JOHNNY FOWLER	P O Box 367	RECTOR, AR 72461	870-595-3151

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RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	PREMIER HIGH SCHOOL OF LITTLE ROCK	42.9	57.1	7	3	23	5	4	CHARLES COOK	1621 Dr. Martin Luther King Dr	LITTLE ROCK, AR 72202	501-246-3161
RIVERSIDE	1613021	RIVERSIDE HIGH SCHOOL	10.7	89.3	56	6	102	78	50	TOMMY KNIGHT	PO BOX 178	LAKE CITY, AR 72437	870-237-4329
RIVERVIEW	7307032	RIVERVIEW HIGH SCHOOL	13.5	86.5	37	5	154	84	32	DELENA GAMMILL	800 RAIDER DR.	SEARCY, AR 72143	501-279-0540
ROGERS	405052	ROGERS HERITAGE HIGH SCHOOL	4.4	95.6	203	9	735	595	194	MARGARET DARR	500 W. WALNUT ST.	ROGERS, AR 72756	479-636-3910
ROGERS	405048	ROGERS HIGH SCHOOL	5.2	94.8	306	16	780	635	290	MARGARET DARR	500 W. WALNUT ST.	ROGERS, AR 72756	479-636-3910
ROGERS	405703	ROGERS NEW TECHNOLOGY HIGH SCHOOL	1.1	98.9	88	1	218	174	87	MARGARET DARR	500 W. WALNUT ST.	ROGERS, AR 72756	479-636-3910
ROSE BUD	7310043	ROSE BUD HIGH SCHOOL	4.5	95.5	22	1	92	55	21	CURTIS SPANN	124 SCHOOL ROAD	ROSE BUD, AR 72137	501-556-5815
RUSSELLVILLE	5805024	RUSSELLVILLE HIGH SCHOOL	3.1	96.9	64	2	172	135	62	RANDALL WILLIAMS	220 WEST 10 ST	RUSSELLVILLE, AR 72801	479-968-1306
RUSSELLVILLE	5805023	RUSSELLVILLE JR. HIGH SCHOOL	0.0	100	43	0	112	95	43	RANDALL WILLIAMS	220 WEST 10 ST	RUSSELLVILLE, AR 72801	479-968-1306
SALEM	2502006	SALEM HIGH SCHOOL	3.0	97	67	2	110	91	65	KENNETH RICH	313 Highway 62 East	SALEM, AR 72576	870-895-2516
SCRANTON	4204019	SCRANTON HIGH SCHOOL	12.9	87.1	31	4	55	38	27	JAMES BRIDGES	103 N TENTH ST	SCRANTON, AR 72863	479-938-7121
SEARCY	7311052	SEARCY HIGH SCHOOL	4.3	95.7	209	9	493	433	200	SARAH DIANE BARRETT	801 NORTH ELM	SEARCY, AR 72143	501-268-3517
SEARCY COUNTY	6502006	MARSHALL HIGH SCHOOL	0.0	100	60	0	114	107	60	ANDREW VINING	952 Hwy 65 N	MARSHALL, AR 72650	870-448-3011
SHERIDAN	2705021	SHERIDAN HIGH SCHOOL	1.4	98.6	220	3	433	402	217	BRENDA HAYNES	400 NORTH ROCK	SHERIDAN, AR 72150	870-942-3135
SHIRLEY	7104015	SHIRLEY HIGH SCHOOL	0.0	100	15	0	42	32	15	BETTY MCGRUDER	199 SCHOOL DRIVE	SHIRLEY, AR 72153	501-723-8191
SIATECH LITTLE ROCK CHARTER	6052703	SIATECH HIGH CHARTER	83.3	16.7	6	5	11	1	1	KATIE TATUM	6900 Scott Hamilton Dr.	LITTLE ROCK, AR 72209	501-562-1850
SILOAM SPRINGS	406050	SILOAM SPRINGS HIGH SCHOOL	1.9	98.1	312	6	675	584	306	KENDALL RAMEY	PO Box 798	SILOAM SPRINGS, AR 72761	479-524-3191
SLOAN-HENDRIX	3806019	SLOAN-HENDRIX HIGH SCHOOL	2.7	97.3	37	1	74	58	36	MITCH WALTON	P.O. Box 1080	IMBODEN, AR 72434	870-869-2384
SMACKOVER	7008045	SMACKOVER HIGH SCHOOL	0.0	100	27	0	55	49	27	BRIAN WILCOX	112 E. Eighth St	SMACKOVER, AR 71762	870-725-3132
SO. MISS. COUNTY	4706066	RIVERCREST HIGH SCHOOL	6.1	93.9	33	2	212	110	31	GARY MASTERS	22 N JEFFERSON	WILSON, AR 72395	870-655-8633
SOUTH CONWAY COUNTY	1507036	MORRILTON SR. HIGH SCHOOL	15.0	85	107	16	224	160	91	SHAWN HALBROOK	100 Baramore St.	MORRILTON, AR 72110	501-354-9400
SOUTH PIKE COUNTY	5504015	MURFREESBORO HIGH SCHOOL	8.8	91.2	34	3	65	52	31	ROGER FEATHERSTON	P.O. Box 339	MURFREESBORO, AR 71958	870-285-2942
SOUTH SIDE SCH DIST(VANBUREN)	7105019	SOUTH SIDE HIGH SCHOOL	6.3	93.8	16	1	56	35	15	WILLIAM JACKSON	334 SOUTHSIDE ROAD	BEE BRANCH, AR 72013	501-654-2633

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SOUTHSIDE (INDEPENDENCE)	3209039	SOUTHSIDE HIGH SCHOOL	3.3	96.7	92	3	212	164	89	ROGER RICH	70 Scott Drive	BATESVILLE, AR 72501	870-251-2341
SPRING HILL	2906026	SPRING HILL HIGH SCHOOL	1.9	98.1	54	1	89	73	53	ANGELA RANEY	633 HWY 355 W	HOPE, AR 71801	870-777-8236
SPRINGDALE	7207047	CENTRAL JUNIOR HIGH SCHOOL	0.0	100	86	0	155	137	86	JIMMY ROLLINS	P.O. BOX 8	SPRINGDALE, AR 72765	479-750-8800
SPRINGDALE	7207060	GEORGE JUNIOR HIGH SCHOOL	0.0	100	32	0	127	109	32	JIMMY ROLLINS	P.O. BOX 8	SPRINGDALE, AR 72765	479-750-8800
SPRINGDALE	7207062	HAR-BER HIGH SCHOOL	14.9	85.1	175	26	560	429	149	JIMMY ROLLINS	P.O. BOX 8	SPRINGDALE, AR 72765	479-750-8800
SPRINGDALE	7207070	LAKESIDE JUNIOR HIGH SCHOOL	6.3	93.8	32	2	104	71	30	JIMMY ROLLINS	P.O. BOX 8	SPRINGDALE, AR 72765	479-750-8800
SPRINGDALE	7207048	SOUTHWEST JUNIOR HIGH SCHOOL	0.0	100	62	0	145	125	62	JIMMY ROLLINS	P.O. BOX 8	SPRINGDALE, AR 72765	479-750-8800
SPRINGDALE	7207067	SPRINGDALE ALTERNATIVE SCHOOL	5.3	94.7	19	1	50	30	18	JIMMY ROLLINS	P.O. BOX 8	SPRINGDALE, AR 72765	479-750-8800
SPRINGDALE	7207049	SPRINGDALE HIGH SCHOOL	2.8	97.2	281	8	638	523	273	JIMMY ROLLINS	P.O. BOX 8	SPRINGDALE, AR 72765	479-750-8800
STAR CITY	4003016	STAR CITY HIGH SCHOOL	6.3	93.8	48	3	184	113	45	RICHARD MONTGOMERY	206 Cleveland Street	STAR CITY, AR 71667	870-628-4237
STEPHENS	5206033	STEPHENS HIGH SCHOOL	20.0	80	5	1	15	8	4	PATSY HUGHEY	315 West Chert	STEPHENS, AR 71764	870-786-5443
STRONG-HUTTIG	7009049	STRONG HIGH SCHOOL	0.0	100	3	0	44	14	3	SAUL LUSK	PO BOX 735	STRONG, AR 71765	870-797-3040
STUTTGART	104025	STUTTGART HIGH SCHOOL	6.4	93.6	156	10	350	238	146	MELVIN BRYANT	2501 S MAIN	STUTTGART, AR 72160	870-674-1303
TEXARKANA	4605026	ARKANSAS HIGH SCHOOL	1.1	98.9	93	1	452	288	92	BECKY KESLER	3435 JEFFERSON	TEXARKANA, AR 71854	870-772-3371
TEXARKANA	4605703	WASHINGTON ACADEMY	47.4	52.6	19	9	41	13	10	BECKY KESLER	3435 JEFFERSON	TEXARKANA, AR 71854	870-772-3371
TRUMANN	5605023	TRUMANN HIGH SCHOOL	5.6	94.4	71	4	233	150	67	MYRA GRAHAM	221 Pine Avenue	TRUMANN, AR 72472	870-483-6444
TWO RIVERS	7510019	TWO RIVERS HIGH SCHOOL	6.8	93.2	44	3	130	106	41	JIMMY LOYD	17727 E HWY 28	OLA, AR 72853	479-272-3113
VALLEY SPRINGS	505027	VALLEY SPRINGS HIGH SCHOOL	4.2	95.8	71	3	168	141	68	CHARLES TRAMMELL	P. O. Box 640	VALLEY SPRINGS, AR 72682	870-429-9200
VALLEY VIEW	1612048	VALLEY VIEW HIGH SCHOOL	2.9	97.1	34	1	128	107	33	RADIUS BAKER	2131 Valley View Dr	JONESBORO, AR 72404	870-935-6200
VALLEY VIEW	1612051	VALLEY VIEW JUNIOR HIGH SCHOOL	3.6	96.4	56	2	80	75	54	RADIUS BAKER	2131 Valley View Dr	JONESBORO, AR 72404	870-935-6200
VAN BUREN	1705027	VAN BUREN HIGH SCHOOL	10.6	89.4	386	41	726	525	345	MERLE DICKERSON, JR.	2221 POINTER TRAIL	VAN BUREN, AR 72956	479-474-7942
VILONIA	2307034	VILONIA HIGH SCHOOL	4.2	95.8	95	4	160	135	91	FRANK MITCHELL	11 Eagle Street	VILONIA, AR 72173	501-796-2113
VILONIA	2307036	VILONIA JUNIOR HIGH SCHOOL	4.4	95.6	45	2	83	73	43	FRANK MITCHELL	11 Eagle Street	VILONIA, AR 72173	501-796-2113
VIOLA	2503010	VIOLA HIGH SCHOOL	0.0	100	16	0	26	25	16	JOHN MAY	314 Longhorn Drive	VIOLA, AR 72583	870-458-2323
WALDRON	6401003	WALDRON HIGH SCHOOL	4.9	95.1	61	3	187	116	58	ROY WAYMAN	1560 W. SIXTH ST.	WALDRON, AR 72958	479-637-3179
WARREN	602014	WARREN HIGH SCHOOL	2.6	97.4	76	2	277	209	74	MARILYN JOHNSON	P.O. BOX 1210	WARREN, AR 71671	870-226-6738
WATSON CHAPEL	3509067	WATSON CHAPEL HIGH SCHOOL	27.8	72.2	18	5	139	43	13	DANNY HAZELWOOD	4100 CAMDEN ROAD	PINE BLUFF, AR 71603	870-879-0220

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ARK. SCHOOL FOR THE BLIND	6091002	ARK. SCHOOL FOR THE BLIND H.S.	50	50	RV	RV	RV	RV	RV	JIM HILL	2600 W Markham St	LITTLE ROCK, AR 72205	501-296-1810
ARK. SCHOOL FOR THE DEAF	6092002	ARK. SCHOOL FOR THE DEAF H.S.	90	10	10	9	10	1	1	MICHAEL PHILLIPS	2400 W. Markham	LITTLE ROCK, AR 72201	501-324-9506
BEEBE	7302703	BADGER ACADEMY	100	0	RV	RV	RV	RV	RV	BELINDA SHOOK	1201 West Center Street	BEEBE, AR 72012	501-882-5463
BLYTHEVILLE	4702706	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	44.2	55.8	172	76	424	156	96	RICHARD ATWILL	PO Box 1169	BLYTHEVILLE, AR 72316	870-762-2053
CABOT	4304703	ACADEMIC CENTER FOR EXCELLENCE	30	70	10	3	51	27	7	WILLIAM THURMAN	602 North Lincoln	CABOT, AR 72023	501-843-3363
CLARENDON	4802010	CLARENDON HIGH SCHOOL	23.4	76.6	47	11	79	48	36	LEE VENT	316 N 6TH STREET	CLARENDON, AR 72029	870-747-3351
CLINTON	7102006	CLINTON HIGH SCHOOL	66.7	33.3	6	4	43	32	2	SCOTT JONES	683 POPLAR STREET	CLINTON, AR 72031	501-745-6005
DECATUR	402009	DECATUR HIGH SCHOOL	50	50	2	1	54	37	1	LARRY BEN	1498 Stadium Ave.	DECATUR, AR 72722	479-752-3986
DEER/MT. JUDEA	5106002	DEER HIGH SCHOOL	27.3	72.7	22	6	30	18	16	RICHARD DENNISTON	P.O. BOX 56	DEER, AR 72628	870-428-5433
DEER/MT. JUDEA	5106010	MOUNT JUDEA HIGH SCHOOL	40	60	5	2	12	4	3	RICHARD DENNISTON	P.O. BOX 56	DEER, AR 72628	870-428-5433
DERMOTT	901003	DERMOTT HIGH SCHOOL	25	75	12	3	54	18	9	KELVIN GRAGG	PO BOX 380	DERMOTT, AR 71638	870-538-1000
DOLLARWAY	3502010	DOLLARWAY HIGH SCHOOL	43.1	56.9	58	25	162	60	33	BOBBY ACKLIN	4900 DOLLARWAY ROAD	PINE BLUFF, AR 71602	870-534-7003
EARLE	1802007	EARLE HIGH SCHOOL	25	75	20	5	59	28	15	RICKEY NICKS	P.O.BOX 637	EARLE, AR 72331	870-792-8486
EAST POINSETT CO.	5608037	EAST POINSETT CO. HIGH SCHOOL	31.3	68.7	67	21	108	61	46	MICHAEL PIERCE	502 MCCLELLAN ST.	LEPANTO, AR 72354	870-475-2472
ENGLAND	4302018	ENGLAND HIGH SCHOOL	20.5	79.5	39	8	84	50	31	EDDIE JOHNSON	501 Pine Bluff Highway	ENGLAND, AR 72046	501-842-2996
ESTEM PUBLIC CHARTER SCHOOL	6047703	ESTEM HIGH CHARTER	22	78	50	11	75	48	39	JOHN BACON	123 WEST 3RD	LITTLE ROCK, AR 72201	501-748-9335
FORDYCE	2002007	FORDYCE HIGH SCHOOL	26	74	77	20	179	88	57	DONNY COLLINS	FOUR REDBUG BUS LOOP	FORDYCE, AR 71742	870-352-3005
FORREST CITY	6201011	FORREST CITY HIGH SCHOOL	46.6	53.4	133	62	380	146	71	JOYE HUGHES	625 IRVING STREET	FORREST CITY, AR 72335	870-633-1485

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FORT SMITH	6601005	BELLE POINT ALTERNATIVE CENTER	100	0	1	1	17	2	0	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
FORT SMITH	6601021	WILLIAM O. DARBY JR. HIGH SCH.	21.4	78.6	28	6	64	35	22	BENNY GOODEN	PO Box 1948	FORT SMITH, AR 72902	479-785-2501
HARTFORD	6604052	HARTFORD HIGH SCHOOL	25	75	20	5	62	28	15	TERESA RAGSDALE	512 W Ludlow St	HARTFORD, AR 72938	479-639-5002
HECTOR	5803010	HECTOR HIGH SCHOOL	35.7	64.3	56	20	113	60	36	WALT DAVIS	11520 SR 27	HECTOR, AR 72843	479-284-2021
HELENA / W. HELENA.	5403019	CENTRAL HIGH SCHOOL	27.3	72.7	77	21	153	65	56	SUZANNE MCCOMMON	305 VALLEY DRIVE	HELENA, AR 72342	870-338-4425
JONESBORO	1608023	ANNIE CAMP JR. HIGH SCHOOL	21.4	78.6	14	3	36	20	11	KIM WILBANKS	2506 Southwest Sq	JONESBORO, AR 72401	870-933-5800
LISA ACADEMY	6041703	LISA ACADEMY HIGH	33.3	66.7	27	9	67	33	18	ATNAN EKIN	21 CORPORATE HILL DR	LITTLE ROCK, AR 72205	501-227-4942
LITTLE ROCK	6001002	HALL HIGH SCHOOL	34.5	65.5	58	20	426	138	38	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LITTLE ROCK	6001063	J.A. FAIR HIGH SCHOOL	36.8	63.2	19	7	323	119	12	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
LITTLE ROCK	6001070	W.D. HAMILTON LEARNING ACADEMY	100	0	1	1	26	2	0	DEXTER SUGGS	810 W. Markham ST.	LITTLE ROCK, AR 72201	501-447-1002
MAYNARD	6102006	MAYNARD HIGH SCHOOL	20.8	79.2	24	5	43	29	19	LARRY SULLINGER	74 Campus Dr	MAYNARD, AR 72444	870-647-3500
MCGEHEE	2105028	MCGEHEE HIGH SCHOOL	25.9	74.1	58	15	154	82	43	THOMAS GATHEN	P O BOX 767	MCGEHEE, AR 71654	870-222-3670
NASHVILLE	3105010	NASHVILLE JUNIOR HIGH SCHOOL	23.3	76.7	30	7	52	38	23	DOUGLAS GRAHAM	6100 N. 4th Street	NASHVILLE, AR 71852	870-845-3425
OZARK MOUNTAIN	6505011	BRUNO-PYATT HIGH SCHOOL	23.1	76.9	13	3	32	18	10	DOYL "JOE" HULSEY	250 South Hwy 65	ST. JOE, AR 72675	870-439-2213
PINE BLUFF	3505042	PINE BLUFF HIGH SCHOOL	23.1	76.9	39	9	208	73	30	LINDA WATSON	512 SOUTH PINE	PINE BLUFF, AR 71601	870-543-4200
PRESCOTT	5006024	PRESCOTT HIGH SCHOOL	27.4	72.6	73	20	118	56	53	ROBERT POOLE	762 MARTIN STREET	PRESCOTT, AR 71857	870-887-3016

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RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LITTLE ROCK	6053703	PREMIER HIGH SCHOOL OF LITTLE ROCK	42.9	57.1	7	3	23	5	4	CHARLES COOK	1621 Dr. Martin Luther King Jr. Blvd.	LITTLE ROCK, AR 72202	501-246-3161
SIATECH LITTLE ROCK CHARTER	6052703	SIATECH HIGH CHARTER	83.3	16.7	6	5	11	1	1	KATIE TATUM	6900 Scott Hamilton Dr.	LITTLE ROCK, AR 72209	501-562-1850
TEXARKANA	4605703	WASHINGTON ACADEMY	47.4	52.6	19	9	41	13	10	BECKY KESLER	3435 JEFFERSON	TEXARKANA, AR 71854	870-772-3371
WATSON CHAPEL	3509067	WATSON CHAPEL HIGH SCHOOL	27.8	72.2	18	5	139	43	13	DANNY HAZELWOOD	4100 CAMDEN ROAD	PINE BLUFF, AR 71603	870-879-0220
WATSON CHAPEL	3509068	WATSON CHAPEL JR. HIGH SCHOOL	22.7	77.3	22	5	72	31	17	DANNY HAZELWOOD	4100 CAMDEN ROAD	PINE BLUFF, AR 71603	870-879-0220
WEST MEMPHIS	1803035	WONDER JUNIOR HIGH SCHOOL	33.3	66.7	3	1	35	23	2	JONATHAN COLLINS	301 S. Avalon	WEST MEMPHIS, AR 72301	870-735-1915



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 10, 2014

Dear Chief State School Officer:

In July, Secretary Duncan announced our Excellent Educators for All initiative, designed to move America toward the day when every student in every public school is taught by excellent educators. As part of the initiative, consistent with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA), each State educational agency (SEA) must submit to the U.S. Department of Education (Department) a State Plan to Ensure Equitable Access to Excellent Educators (State Plan) that ensures “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.” Your State Plan is due on **June 1, 2015**. The Department is extending the original deadline in order to provide ample time for your State to conduct meaningful consultation with a wide range of stakeholders, including students, teachers, unions, non-profit teacher organizations, principals, district leaders, parents, civil rights groups, and other key stakeholders. Obtaining meaningful input from stakeholders is vital to creating high-quality plans and for setting the stage for successful implementation of those plans.

To support you in this challenging work, the Department is providing a number of tools that we hope you will find helpful.

- **Frequently Asked Questions (FAQs):** The purpose of the guidance—*State Plans to Ensure Equitable Access to Excellent Educators*—is to help each SEA prepare a comprehensive plan that meets the requirements of ESEA section 1111(b)(8)(C) and helps ensure that all students have equitable access to excellent educators.
- **Data Files:** A high-quality State Plan starts with a data-driven analysis of existing conditions. To facilitate this analysis, today, November 10, 2014, the Department will send each SEA a data file that includes (1) data from the 2011-2012 Civil Rights Data Collection (CRDC); (2) school level student poverty rates; (3) “Highly Qualified Teacher (HQT)” data; and (4) a geographic cost of living adjustor. The CRDC data include comprehensive school- and district-level data, disaggregated by race, sex, disability, and limited English proficiency status, reported by districts to the Department. Metrics include, among other things: teacher experience; teacher absenteeism; teacher certification; access to preschool and rigorous course work, including science, mathematics, and Advanced Placement courses; and school expenditures. The Department is also sending supporting documentation, including a data dictionary and codebook, to facilitate your use of the data files. These files will all be sent to your State’s EDFacts coordinator through the Department’s Partner Support Center.

The Department is providing these data as a resource to help inform the development of your State Plan, but States are not required to use these data. Instead of or in addition to these data, you may choose to use data collected by your State. In developing your State

Plan, I encourage you to consider not only the optimal data to depict existing inequities in access to excellent educators (for instance, data on teachers rated as effective or teachers with at least one year of experience), but also other variables or sources of information that provide insights into the root causes of those inequities (for example, data on teacher satisfaction, working conditions, principal stability, or salaries).

- **Educator Equity Profiles:** Using data *found in the file described above*, the Department developed *Educator Equity Profiles* that compare certain teacher characteristics in high- and low-poverty schools, and in schools with high and low concentrations of minority students, in your State, disaggregated by district and urbanicity. As with the data file described above, the Department is providing these profiles as a resource and an example of how you might present data analyzing differences in teacher characteristics between schools across your State for purposes of developing your State Plan. Your State Plan must include a data-based analysis of equity gaps, but this profile is only one example of the type of data and data analysis you may use. I encourage you to supplement the Educator Equity Profile provided by the Department with your own data and analysis.
- **Webinars:** The Department invites you and your staff to participate in a series of upcoming webinars that will provide additional information and support as you develop your State Plan:
 - State Plan to Ensure Equitable Access to Excellent Educators: November 17, 2014, 3:00pm EST
This webinar will provide SEAs with information about preparing a State Plan to ensure that all students have equitable access to excellent educators.
To register for this webinar, please use the following link:
<https://educate.webex.com/educate/j.php?RGID=rb3826a9f84d48099d28475640fa39559>
 - Understanding Your Educator Equity Profile: December 1, 2014
This webinar will provide SEAs with a deeper understanding of the educator equity profiles and will provide a forum for Q&A with Department staff who developed the profiles. Registration information will be coming soon.
 - Understanding your Data: December 9, 2014
This webinar will help SEAs better understand the large data file described above, and will include discussion of how a SEA might use it to inform its State Plan. Registration information will be coming soon.
- **Equitable Access Support Network:** The Department invites you to take advantage of our new Equitable Access Support Network (EASN), designed to support SEAs and districts as you develop and implement your State Plan. The EASN is a partnership between national and local experts, and between analysts and practitioners, designed to address your State's individual needs, share promising strategies, and develop tools and model plans. The EASN will offer a voluntary pre-submission review process designed to provide State-specific feedback on draft State Plans prior to submission. More details

about the EASN will be forthcoming; if you have questions, please contact EASN@ed.gov.

We look forward to working with you and your team and appreciate your efforts to ensure that *all* students have access to excellent educators. If you have additional questions, please do not hesitate to contact Dr. Monique M. Chism, Director, Office of State Support (OSS), at Monique.Chism@ed.gov. Thank you for your continued focus on enhancing education for all students.

Sincerely,

/s/

Deborah S. Delisle
Assistant Secretary

State Plans to Ensure Equitable Access to Excellent Educators

Frequently Asked Questions



November 10, 2014

OMB Number: XXXXX
Expiration Date: XXXXXX

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is XXXXX. The time required to complete this information collection is estimated to average 116 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, DC 20202-3118.

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-DRAFT GUIDANCE-

This guidance is currently being released in draft form because it is open for comment on the estimated burden to respond to the information collection under the Paperwork Reduction Act. The substance of the guidance, however, should provide a solid basis for developing a State Plan to Ensure Equitable Access to Excellent Educators and serve as a springboard for soliciting input from stakeholders. The Department will issue this guidance in its final form in spring 2015.

INTRODUCTION

Equality of opportunity is a core American value. Equal educational opportunity means ensuring that schools have the resources they need to provide meaningful opportunities for all students to succeed, regardless of family income or race. To accomplish this goal, all students must have equitable access to a safe and healthy place to learn, high-quality instructional materials and supports, rigorous expectations and course work, and, most critically, excellent educators to guide learning. Yet, too often, students from low-income families and students of color are less likely than their peers to attend a school staffed by excellent educators, and are more likely than their peers to attend a school staffed by inexperienced educators or educators rated as ineffective.¹ These inequities are unacceptable, and it is essential that a priority be placed on working collaboratively to ensure that all children have access to the high-quality education they deserve, and that all educators have the resources and support they need to provide that education for all children.

In order to move America toward the goal of ensuring that every student in every public school has equitable access to excellent educators, Secretary Duncan announced in July 2014 that the U.S. Department of Education (Department) would ask each State educational agency (SEA) to submit a plan describing the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers,” as required by section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA).

This is not the first time that SEAs, local educational agencies (LEAs), and the Federal government have grappled with this complex challenge. In response to the Department’s request, SEAs last submitted their plans under ESEA section 1111(b)(8)(C) in 2006, and some SEAs have updated their plans since that time. Moreover, many SEAs and LEAs have significant work underway that goes beyond the scope of those previously submitted plans to address the problem of inequitable access. However, our continued collective failure to ensure that all students have access to excellent educators is squarely at odds with the commitment we all share to provide an equal educational opportunity. The time is right for a renewed commitment to address this challenge.

The Department has determined that this document is a “significant guidance document” under the Office of Management and Budget’s Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007), available at

¹ See, e.g., *Looking at the Best Teachers and Who They Teach: Poor Students and Students of Color are Less Likely to Get Highly Effective Teaching*, Jenny DeMonte and Robert Hanna, April 11, 2014, Center for American Progress (<http://www.americanprogress.org/wp-content/uploads/2014/04/TeacherDistributionBrief1.pdf>); *Civil Rights Data Collection Data Snapshot: Teacher Equity*, Issue Brief No. 4, March 2014, U.S. Department of Education Office for Civil Rights (<http://www.ed.gov/ocr/docs/crdc-teacher-equity-snapshot.pdf>); *High-Poverty Schools and the Distribution of Teachers and Principals*, Charles Clotfelter, et al., March 2007, National Center for Analysis of Longitudinal Data in Education Research; and data submitted to the U.S. Department of Education from State-Reported Annual Performance Reports for School Year 2012-2013, available at <https://www.rtt-apr.us/>. To see this information, click on an individual State, then follow the link to the section of the State’s report on Great Teachers and Leaders.

www.whitehouse.gov/sites/default/files/omb/fedreg/2007/012507_good_guidance.pdf. The purpose of this guidance is to help each SEA prepare a comprehensive State plan that meets the requirements of Title I, Part A of the ESEA and helps ensure that all students have equitable access to excellent educators. However, this guidance does not impose any requirements beyond those required under applicable law and regulations, nor does it create or confer any rights for or on any person.

If you are interested in commenting on this guidance, or if you have further questions that are not answered here, please e-mail OESE.EquitableAccess@ed.gov using the subject “State Plans to Ensure Equitable Access to Excellent Educators” or write to us at the following address: U.S. Department of Education, Office of Elementary and Secondary Education, Student Achievement and School Accountability Programs, 400 Maryland Avenue, S.W., Washington, DC 20202.

Please note that this guidance is available in electronic form on the Department’s Web site at www.ed.gov/programs/titleiparta/resources.html.

A. GENERAL GUIDANCE ON STATE PLANS

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, requires a State educational agency (SEA) that receives a Title I, Part A grant to submit to the Secretary a plan, developed by the SEA, in consultation with local educational agencies (LEAs), teachers, principals, pupil services personnel, administrators, other staff, and parents (ESEA section 1111(a)(1)). In meeting that requirement, the SEA must describe the steps that it will take “to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the [SEA] will use to evaluate and publicly report the progress of the [SEA] with respect to such steps” (ESEA section 1111(b)(8)(C)) (In this document we use the term State Plan to mean only State Plans to Ensure Equitable Access to Excellent Educators.)

A-1. What are the requirements that each State Plan must meet?

Consistent with ESEA sections 1111(a)(1), 1111(b)(8)(C), and 9304(a)(3)(B), a State Plan must:

1. **Describe and provide documentation of the steps the SEA took to consult** with LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents regarding the State Plan.
2. **Identify equity gaps.**
 - **Define** key terms:
 - Inexperienced teacher;
 - Unqualified teacher;
 - Out-of-field teacher;
 - Poor student;
 - Minority student; and
 - Any other key terms used by the SEA such as “effective” or “highly effective.”
 - Using the most recent available data for all public elementary and secondary schools in the State (*i.e.*, both Title I and non-Title I schools), **calculate equity gaps** between the rates at which:
 - poor children² are taught by “inexperienced,” “unqualified,” or “out-of-field” teachers compared to the rates at which other children are taught by these teachers; and
 - minority children³ are taught by “inexperienced,” “unqualified,” or “out-of-field” teachers compared to the rates at which other children are taught by these teachers.

² The Department recognizes that not all SEAs will have access to student-level data and thus an SEA may choose to use school-level data to identify the relevant equity gaps.

³ *Id.*

- Describe **how the SEA identified the equity gaps**, including the source(s) of the data used for the comparison.
3. Explain the likely cause(s) of the identified equity gaps. (For example, an SEA might conduct a **root-cause analysis**, as discussed in Section D.)
 4. Set forth the SEA's **Steps to Eliminate Identified Equity Gaps**.
 - **Describe the strategies** the SEA will implement to eliminate the identified equity gaps with respect to both (1) poor students and (2) minority students, including how the SEA determined that these strategies will be effective. An SEA may use the same strategy to address multiple gaps.
 - Include **timelines for implementing** the strategies.
 - **Describe how the SEA will monitor its LEAs' actions**, in accordance with ESEA sections 9304(a)(3)(B) and 1112(c)(1)(L), to "ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers."
 5. Describe the **measures** that the SEA will use **to evaluate progress toward eliminating the identified equity gaps** for both (1) poor students and (2) minority students, including the **method and timeline for the evaluation** (for example, by establishing an equity goal and annual targets for meeting that goal, or by reducing identified gaps by a minimum percentage every year).
 6. Describe how the SEA will **publicly report on its progress** in eliminating the identified gaps, including timelines for this reporting.

An SEA has considerable discretion in determining how it will include each of the six elements set forth above in its State Plan. The remainder of this document provides specific guidance on how an SEA might develop a comprehensive State Plan that is likely to lead to significant progress in eliminating equity gaps.

Throughout this document, the Department uses the term "students from low-income families" instead of the term "poor ... children" and uses the term "students of color" instead of the term "minority children." By using these terms, the Department does not intend to change the meaning of the relevant statutory provision or the population of students that is the required focus of a State Plan.

A-2. What does the Department mean when it uses the terms "educators," "excellent educators," "equitable access," and "equity gaps"?

The Department uses the following key terms throughout this document and has defined them for the ease of the reader in understanding this guidance. An SEA has discretion to determine whether it will use these terms in its State Plan and, if so, how it will define them. In developing its definitions, the SEA should consider the State's context and data.

The term “**educators**” is used by the Department to describe the group of professionals who are the focus of the State Plan. The Department considers the term educators to include teachers, principals, and other school-based instructional staff. The Department encourages an SEA to consider all educators when developing its State Plan because, although ESEA section 1111(b)(8)(C) focuses on student access to teachers, all educators are vital to students’ success and their preparation for college or careers.

The term “**excellent educators**” is used as an umbrella term throughout this document to describe the group of educators to whom students from low-income families and students of color should have equitable access. The Department considers excellent educators to be those who are fully able to support students in getting and remaining on track to graduate from high school ready for college or careers. An SEA has discretion in whether and how to define this term for the purpose of its State Plan. However, the Department encourages SEAs to define an excellent educator as an educator who has been rated effective or higher by high quality educator evaluation and support systems.

The term “**equity gap**” is used by the Department to refer to the difference between the rate at which students from low-income families or students of color are educated by excellent educators and the rate at which other students are educated by excellent educators. By statute, a State Plan must, at a minimum, address the difference between the rate at which students from low income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers and the rate at which other students are taught by these teachers. An SEA has the discretion to use school- or student-level data to identify equity gaps.

The term “**equitable access**” is used by the Department to describe the situation in which students from low-income families and students of color are educated by excellent educators at rates that are at least equal to the rates at which other students are educated by excellent educators. An SEA has discretion in whether and how to define this term for the purpose of its State Plan. By statute, a State Plan must, at a minimum, address how the SEA will ensure that students from low-income families and students of color are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. However, the Department encourages an SEA to adopt a more ambitious definition of “equitable access” that reflects the fact that certain subgroups of students — including students with disabilities and English Learners as well as students from low-income families and students of color — have been historically underserved. As a result, they may need greater access to excellent educators than their peers in order to get and remain on track to graduate from high school ready for college or careers.

B. CONSULTATION AND INPUT

B-1. Why is consultation and input on a State Plan needed?

As indicated in question A-1, the ESEA requires an SEA to consult with stakeholders. Moreover, consultation and input are important because stakeholders are likely to have useful insights on the root causes of existing gaps, meaningful strategies for eliminating those gaps, and

resources to support those strategies, all of which can help an SEA create a comprehensive State Plan that is likely to lead to significant progress in ensuring equitable access to excellent educators. It is important to provide stakeholders with the SEA's data analysis (in compliance with all applicable privacy laws, which may include the Family Educational Rights and Privacy Act (FERPA) and State law) that identifies gaps in sufficient time, and with a clear explanation, to allow meaningful input on these issues.

B-2. With whom should an SEA consult regarding the development of its State Plan?

To help ensure that a State Plan is comprehensive and likely to lead to significant progress in eliminating equity gaps, and to lay the foundation for successful implementation, an SEA should provide opportunities for meaningful input on the proposed plan to teachers' representatives, non-profit teacher organizations, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, Indian tribes, State and local boards of education, institutions of higher education (IHEs), and other teacher preparation entities, as well as to all of the stakeholders the SEA is required to consult, as described in question A-1 (LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents). Consultation with these stakeholders should include representation from across the State, including with individuals and groups in rural, suburban, urban, and tribal areas.

B-3. How might an SEA ensure that all stakeholders have a meaningful opportunity to provide input on the SEA's State Plan?

An SEA might ensure that stakeholders have a meaningful opportunity to provide this input by using multiple methods to disseminate: (1) information on the gaps identified in the data including how the SEA defined key terms; (2) the particular questions on which the SEA would like input, including questions regarding root causes, possible strategies to address identified gaps, and plans for measuring and publicly reporting progress; and (3) after taking into account the earlier input, drafts of the SEA's State Plan as it is being developed. Methods of dissemination might include meetings, the SEA's Web site, social media, traditional media, and dissemination through public agencies or community-based organizations that serve students and their families.

In disseminating information, the SEA must ensure that information is made available in an understandable format including, to the extent practicable, in language(s) that families and other stakeholders can understand. (For further information, see question A-9 in the [Department's Non-Regulatory Guidance, Parental Involvement: Title I, Part A](#) (2004)). The SEA must also ensure that communications with individuals with disabilities are as effective as communications with others, including providing auxiliary aids and services, such as accessible technology or sign language interpreters, for individuals with hearing, vision, or speech disabilities (Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. § 12131 *et seq.*; see also <http://www.ada.gov/effective-comm.htm>).

B-4. When should an SEA consult with stakeholders regarding its State Plan?

The Department encourages an SEA to engage with stakeholders early in the development of its State Plan and to provide multiple opportunities for stakeholders' input through formal and informal means throughout the plan development process. Further, the Department encourages an SEA to continue to consult with stakeholders throughout the implementation of the State Plan and the reporting.

An SEA may combine input and consultation efforts for its State Plan with other such efforts, such as those connected with its request for ESEA flexibility renewal.

C. IDENTIFICATION OF EXISTING EQUITY GAPS

C-1. What is an equity gap?

As described in question A-2, an equity gap is the difference between the rate at which low-income students or students of color are taught by excellent educators and the rate at which their peers are taught by excellent educators. At a minimum, a State Plan must address the difference between the rate at which students from low-income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers compared to the rates at which other students are taught by these teachers. For example, if eight percent of teachers employed by a State's highest-poverty schools are inexperienced, but only four percent of teachers employed by a State's lowest-poverty schools are inexperienced, the State would have an equity gap of four percentage points with respect to inexperienced teachers. An SEA has the discretion to use school- or student-level data to identify equity gaps. As another example, in a State using student-level data, if 4.2% of minority students' classes are taught by teachers rated as highly effective and 6.7% of white students' classes are taught by such teachers, the State would have an equity gap of two and a half percentage points with respect to highly effective teaching.

C-2. What data should an SEA analyze to identify equity gaps?

At a minimum, an SEA must identify equity gaps based on data from all public elementary and secondary schools in the State on the rates at which students from low-income families and students of color are taught by inexperienced, unqualified, or out-of-field teachers (see question A-1). An SEA may also use effectiveness data from educator evaluation and support systems (see question C-5 for additional information). An SEA also may include other relevant data, such as teacher or principal absentee rates, teacher or principal turnover rates, or frequency of employing long-term substitutes.

An SEA may decide, in addition to analyzing equity gaps within the State, to analyze within-district or within-school gaps in access to excellent educators. Understanding these within-district and within-school gaps may be instructive in addressing Statewide gaps.

C-3. What sources might an SEA rely on for the data that inform its State Plan?

An SEA should use the wealth of data that is available to it when developing its State Plan. For example, the Department encourages each SEA to carefully review the data submitted by its LEAs for the [Civil Rights Data Collection \(CRDC\)](#), district level per-pupil expenditures the SEA has submitted to the National Center for Education Statistics (NCES) via the F-33 survey, as well as data that the SEA has submitted to *EDFacts* regarding classes that are taught by highly qualified teachers (HQT)⁴ in developing the State Plan, and any other high-quality, recent data that the SEA has that are relevant to the SEA's State Plan. To assist in this review, the Department sent each SEA its own complete CRDC data file that has been augmented with selected information from other data sources (such as school-level enrollment by race and eligibility for free and reduced-price lunch). Moreover, based on the significant work in most States over the past few years to create and update their longitudinal data systems, an SEA is likely to have additional data that are relevant to the State Plan, including data on teacher and principal turnover rates or effectiveness ratings.

C-4. How might an SEA use the Educator Equity Profile that the Department prepared for each State?

The Department prepared an Educator Equity Profile for each State, which we sent directly to each State's chief State school officer and *EDFacts* coordinator in November 2014. This profile is based on data that the SEA and its LEAs submitted to the Department. Using data from the 2011–2012 school year, each Educator Equity Profile compares a State's high-poverty and high-minority schools to its low-poverty and low-minority schools, respectively, on the:

(1) percentage of teachers in their first year of teaching; (2) percentage of teachers without certification or licensure; (3) percentage of classes taught by teachers who are not HQT; (4) percentage of teachers absent more than 10 days; and (5) average teacher salary (adjusted for regional cost of living differences).

The Educator Equity Profile is an example of how an SEA might present its data for purposes of developing its State Plan. An SEA is not required, however, to use the data in the Educator Equity Profile in developing its State Plan. Rather, an SEA should use the best, most recent data available to it. Indeed, the Department encourages an SEA to augment or update the data analysis presented in the Educator Equity Profile if it has more up-to-date or relevant information. The Department used the data that were available through the 2011–2012 CRDC and 2011–2012 *EDFacts*. If an SEA has access to additional, more current data; the use of that data will likely improve the quality and usefulness of its State Plan.

⁴ See ESEA section 9101(23).

C-5. How might an SEA incorporate data from educator evaluation and support systems into its State Plan?

An SEA may supplement its analysis of equity gaps related to inexperienced, unqualified, and out-of-field teachers with an analysis of equity gaps related to effectiveness. Alternatively, an SEA may define “unqualified” educators as educators who have been rated ineffective by educator evaluation and support systems.

C-6. How might an SEA define “inexperienced” educators for purposes of its State Plan?

An SEA has the discretion to define the term “inexperienced” for purposes of its State Plan based on its State’s context and data. However, the Department encourages an SEA to define “inexperienced” educators as those educators who are in their first year of practice because research demonstrates that the greatest increase in educator effectiveness occurs after one year on the job.⁵

D. EXPLANATION OF EXISTING EQUITY GAPS

D-1. Why is it important to determine and explain the underlying causes of equity gaps?

Once equity gaps have been identified, an SEA should work to determine why those gaps exist (their root causes). It is critical for an SEA to be able to explain why inequities are occurring so that it can identify the strategies that will be most likely to address those causes and, ultimately, eliminate the gaps. An SEA can close equity gaps and prevent them from recurring for a sustained period only by implementing strategies that are designed to address the root causes of the gaps. The Department refers to this process of determining and explaining the underlying causes of equity gaps as a “root-cause analysis.”

For example, if an SEA identifies gaps in teacher attendance rates, it might determine, as a result of its root-cause analysis, that the underlying cause of the teacher attendance problem in high-poverty or high-minority schools is a lack of strong leadership in the schools. In this case, the SEA might work with LEAs to ensure that their high-poverty and high-minority schools implement strategies aimed at this root cause, such as strategies to attract and retain high-quality leadership, in addition to strategies focused more directly on teacher attendance. If the SEA determines, instead, that the root cause of the teacher attendance problem is substandard working conditions in high-poverty or high-minority schools, the SEA might work with LEAs to

⁵ See, e.g., Boyd, Donald, et al. *The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools*. Journal of Policy Analysis and Management 27.4 (2008): 793-818; Henry, Gary T., Bastian, Kevin C., and Fortner, C. Kevin. *Stayers and Leavers Early-Career Teacher Effectiveness and Attrition*. Educational Researcher 40.6 (2011): 271-280. For related research, see Clotfelter, Charles T., Helen F. Ladd, and Jacob L. Vigdor. *Teacher credentials and student achievement: Longitudinal analysis with student fixed effects*. Economics of Education Review 26.6 (2007): 673-682; Harris, Douglas N., and Tim R. Sass. *Teacher training, teacher quality and student achievement*. Journal of public economics 95.7 (2011): 798-812.

undertake a different set of strategies, designed to improve a school's physical environment and educational climate.

For a second example, if an SEA identifies gaps in access to educators rated as effective or highly effective, it might determine, through data analysis and stakeholder input, that the root cause is a lack of teacher competencies and skills necessary to teach students who have intensive academic and behavioral needs, because many teachers have not been given adequate pre-service and in-service support and training on effective instructional strategies (such as differentiating instruction, providing behavioral supports, conducting progress monitoring, and using assistive technology). The SEA might then work with IHEs and LEAs to implement strategies to address the underlying skills gap, such as providing intensive professional development, offering job-embedded coaching, or using master teachers as mentors. If the SEA determines, instead, that the root cause of the effectiveness gap is an inadequate supply of candidates from which to hire in high-poverty or high-minority schools, the SEA might work with LEAs to strengthen recruiting processes at those schools.

D-2. What are examples of root causes of equity gaps?

There are a number of possible root causes of equity gaps, including a lack of effective leadership, poor working conditions, an insufficient supply of well-prepared educators, insufficient development and support for educators, lack of a comprehensive human capital strategy (such as an over-reliance on teachers hired after the school year has started), or insufficient or inequitable policies on teacher or principal salaries and compensation. These are offered as examples of root causes; an SEA should examine its own data carefully to determine the root causes of the equity gaps identified in its State.

An SEA should bear in mind that multiple equity gaps (such as gaps on multiple discrete metrics) may have the same root cause or that multiple root causes may contribute to one equity gap.

D-3. What should an SEA examine to determine the root causes of existing gaps?

To identify root causes, an SEA should examine all available information, including quantitative data or statistics, input from stakeholders (for example, survey results or information provided through focus groups), research or lessons learned in other States or LEAs, and other relevant evidence. Note that identifying root causes may require substantial consultation with stakeholders (see Section B above). An SEA should examine this information in varying contexts, bearing in mind that root causes may differ because of, and be affected by, context, including geographic region and school level (see question D-4).

D-4. Should an SEA consider context (such as whether a school is in an urban, rural, or suburban area or whether it is an elementary, middle, or high school) in conducting its root-cause analysis and identifying strategies to address equity gaps?

Yes. It is important for an SEA to consider context because gaps that appear similar may have different root causes in different schools or LEAs depending on such factors as geographic region, including differences among urban, rural, and suburban areas, and school levels. As noted above, consultation with stakeholder groups across the State will lead to a more comprehensive analysis of equity gaps and root causes, which may vary from region to region. Similarly, an SEA should consider context when crafting strategies to address equity gaps. Resources that are available in an urban setting may not be available in a rural setting; thus, different solutions may be appropriate in different contexts.

D-5. How can an SEA improve the quality of its root-cause analysis over time?

An SEA should examine the best information available to it at the time it conducts its root-cause analysis. Moreover, the SEA should seek new information to help improve its root-cause analysis in future years. Such new information may reveal different or more nuanced root causes of equity gaps, thereby enabling the SEA to refine its original root-cause theory and the strategies designed to address the root causes. Further, if an SEA does not see progress in reducing equity gaps over time, it should consider if it has accurately identified the correct root causes for those gaps.

E. STRATEGIES

E-1. What types of strategies might an SEA employ to address inequitable access to excellent educators?

An SEA is not required to employ any specific strategies to eliminate gaps in access to excellent educators. An SEA should develop evidence-based strategies that are:

1. **Targeted to the students with the least access to excellent educators.** An SEA will develop its plan in light of the resources available to it and, given limited resources, it may not be able to implement strategies to eliminate gaps in all LEAs and schools at once. Therefore, it is important to prioritize the classrooms, schools, and LEAs that need the most additional support in attracting, developing, and retaining excellent educators. This may mean that, at first, an SEA focuses its strategies on a select number of LEAs or schools with the greatest need.
2. **Responsive to root causes.** The most effective strategies will focus on the underlying problems that led to inequitable access to excellent educators, whether those problems include a lack of effective principals in high-poverty and high-

minority schools, poor working conditions in those schools, an inadequate supply of well-prepared educators in certain areas, lack of professional support, or other root causes. An SEA's State Plan could also include strategies that directly address identified gaps (*i.e.*, strategies that focus on the symptoms in addition to those that focus on the underlying problems). In developing strategies to address the root causes, the SEA should consider all elements of the educator career continuum — from preparation, recruitment, and induction, through ongoing support and development, compensation, evaluation, and advancement, to exit or retirement — to ensure that success in one area is not undermined by a lack of focus in another area.

Promising strategies that SEAs and LEAs have used, or are using, to increase equitable access to excellent educators include, for example: (1) recruiting, developing, and retaining excellent principals with the capacity to provide collaborative leadership and effective instructional support and to create high-quality teaching and learning conditions; (2) ensuring that workplaces are safe, supportive, and productive; (3) providing additional support for educators early in their careers; (4) providing targeted professional development informed by meaningful data; (5) providing classroom coaching for teachers in high-poverty or high-minority schools to promote the use of effective instructional strategies; (6) providing coaching and mentoring opportunities for principals in high-poverty or high-minority schools on instructional leadership to support teachers in implementing effective classroom strategies; (7) implementing multi-tiered systems of support to deliver evidence-based academic and behavioral interventions of increasing intensity; (8) fostering teams of excellent educators and providing them with time to collaborate; (9) creating leadership opportunities for educators; (10) designing comprehensive human capital systems to ensure strategic recruitment and hiring, including hiring educators in a timely manner, well before school starts; (11) ensuring that a school is not required to accept a teacher without the mutual consent of the teacher and principal; (12) developing innovative compensation systems that reward excellent educators for working in high-poverty or high-minority schools and for keeping all students on track to succeed; (13) encouraging reforms to educator preparation programs by increasing partnerships with those programs, including IHEs, in order to ensure that the programs produce educators who are dedicated to, and prepared for, long-term service and success in high-poverty or high-minority schools; or (14) creating high-quality pipelines to improve the supply of promising new teachers in high-need schools, coupled with strong retention strategies.

Nothing in this document requires or encourages the “forced transfer” of teachers or principals. Such a policy does not address root causes, and is therefore unlikely to address inequities in access to excellent educators. It also may result in a less supportive working environment for educators, thereby exacerbating existing equity gaps.

E-2. May an SEA target its strategies to a subset of its LEAs or schools?

Yes. As discussed in question E-1, in developing its strategies, it is important for an SEA to prioritize the classrooms, schools, and LEAs that need the most additional support in attracting, developing, and retaining excellent educators, which may mean that, at first, an SEA focuses its strategies on a select number of LEAs or schools with the greatest need. In its State Plan, an SEA should include a discussion of the LEAs or schools on which it will focus its initial energy

and commitment, and provide its rationale for prioritizing those LEAs and schools. Such a targeted strategy at the State level, however, does not relieve each Title I LEA from meeting its obligation under ESEA section 1112(c)(1)(L) to ensure that students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. See question E-4.

E-3. What should be included in an SEA’s timeline for implementing its strategies?

An SEA’s timeline should be ambitious, but realistic, and it should prioritize those activities that are designed to have the most significant impact for students with the greatest need. The timeline should include:

- Essential activities to be accomplished;
- Dates on which key activities will begin and be completed;
- SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished; and
- Resources necessary to complete the key activities, including staff time and additional funding.

E-4. How should an SEA work with its LEAs to address inequitable access to excellent educators?

An LEA that receives Title I, Part A funds must ensure that students from low-income families and students of color are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers (ESEA section 1112(c)(1)(L)). Accordingly, an SEA must ensure that all such LEAs are taking steps to carry out that assurance, and must include a description of how it will monitor these activities in its State Plan.

An SEA is in a unique position to highlight and share with its LEAs promising practices, relevant data, and data analyses, and to encourage cross-district collaboration to address regional inequities in access to excellent educators. Additionally, it may consider convening groups of educators who are committed to resolving this issue and to building the knowledge base of educators across the State on this important work.

Further, consistent with ESEA section 1903, an SEA might issue a State rule, regulation, or policy to require an LEA that has any of the State’s highest-poverty or highest-minority schools to monitor and publish data on access to excellent educators in those schools, and to develop plans that are aligned with the needs of the schools to ensure access to excellent educators in those schools. In accordance with section 1903, the SEA would have to submit any such proposed rule, regulation, or policy to its “committee of practitioners” (as described in ESEA section 1903(b)) for review and comment, and identify any such rule, regulation, or policy as a State-imposed requirement.

E-5. What Federal funds are available to support implementation of strategies that are designed to eliminate gaps in access to excellent educators?

The Department encourages SEAs to provide additional State funds to LEAs with the highest-poverty and highest-minority schools to support their work in eliminating gaps in access to excellent educators. The Department understands, however, that many SEAs and LEAs will also want to use Federal funds to support this work. Depending on the particular strategy being implemented and the school or LEA in which it is being implemented, Federal funds could be key sources of support for this work. For example:

Improving Basic Programs Operated by LEAs (ESEA Title I, Part A):

- LEAs: Consistent with the requirements of Title I, an LEA might use Title I, Part A funds to promote equitable access to excellent educators in Title I schools, particularly if those schools operate schoolwide programs, including by funding: (1) incentives to attract and retain effective teachers and principals; (2) structured induction programs to support and retain teachers; (3) high-quality professional development for teachers and principals; and (4) activities designed to improve school climate.
- SEAs: An SEA might use Title I, Part A State-level funds to develop its State Plan and to provide guidance and technical assistance to LEAs on implementation of strategies designed to improve equitable access to excellent educators, including guidance on how LEAs can use their Title I funds to further this work.

Improving Teacher Quality State Grants (ESEA Title II, Part A):

- LEAs: Starting from a high-quality needs assessment that identifies local needs, including improvements in hiring, developing, and retaining effective teachers, an LEA might use Title II, Part A funds to support a variety of recruitment and retention strategies (such as developing career advancement systems or offering financial incentives for certain teachers who are rated as effective) and other strategies that are aimed at improving school leadership to improve working conditions for teachers. Additionally, an LEA might use Title II, Part A funds to provide meaningful professional development that is aligned to educator evaluation systems so that educators in high-need schools have targeted support to help them become more effective.
- SEAs: An SEA might use Title II, Part A State-level funds to support equitable access to excellent educators in many ways. For instance, an SEA might use those funds to create a central clearinghouse to help high-need LEAs or schools locate and recruit effective teachers and principals, support the development of performance-based compensation systems, or create and provide specialized professional development and other supports to make working in high-need schools more appealing. Similarly, an SEA might provide guidance and technical assistance to LEAs to encourage them to use Title II, Part A funds for activities that are designed help close equity gaps.

English Language Acquisition, Language Enhancement, and Academic Achievement Act (ESEA Title III, Part A):

- LEAs: An LEA might use Title III, Part A funds to promote educator equity in schools with English Learners, including through high-quality professional development for classroom teachers (including general education teachers who have English Learners in their classrooms) and principals that is: (1) designed to improve the instruction and assessment of English Learners; (2) designed to enhance the ability of those teachers to understand and use curricula, assessment measures, and instructional strategies for English Learners; (3) based on scientifically based research demonstrating the effectiveness of professional development in increasing children's English proficiency or substantially increasing the subject-matter knowledge, teaching knowledge, and teaching skills of those teachers; and (4) of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.
- SEAs: An SEA might use Title III, Part A State-level funds to provide guidance and technical assistance to LEAs on implementation of educator equity strategies that are designed to improve the instruction of English Learners, including guidance on how LEAs may use their Title III funds to further this work.

School Improvement Grants (SIG) (ESEA, Title I):

- LEAs: An LEA may use SIG funds to support any of the strategies described in question E-1 as part of implementing a SIG intervention model, consistent with the SIG final requirements and an LEA's approved SIG application.
- SEAs: An SEA might promote equitable access to excellent educators through the SIG program by creating a priority in its SIG competition for LEAs that incorporate activities designed to improve equitable access to excellent educators into their school intervention models. An SEA might also use its SIG State-level funds to evaluate the effectiveness of the strategies that are incorporated into SIG intervention models and to provide technical assistance to LEAs that receive SIG funding on this work.

Individuals with Disabilities Education Act (IDEA, Part B):

- LEAs: An LEA may use IDEA, Part B funds in numerous ways that promote equitable access to excellent educators for children with disabilities. For example, an LEA may use IDEA, Part B funds to provide high-quality professional development and classroom coaching for special education personnel and general education teachers who teach children with disabilities.

An LEA may also use up to 15% of its IDEA, Part B subgrant to develop and implement coordinated early intervening services (CEIS) for students who

need additional academic and behavioral support to succeed in a general education environment, but who have not yet been identified as having a disability. CEIS funds may be used to carry out activities that include professional development for teachers and other school staff to enable them to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software.

- SEAs: An SEA may use IDEA Part B funds reserved for State-level activities to ensure equitable access to excellent educators. An SEA may use these State-level funds for personnel preparation and professional development and training and to assist LEAs in meeting personnel shortages. An SEA may also use these funds to provide technical assistance to schools identified for improvement under section 1116 of the ESEA or identified as a focus school under ESEA flexibility on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers who teach children with disabilities in order to improve their academic achievement.

Competitive programs:

- Teacher Incentive Fund (TIF): TIF provides competitive grants to eligible entities (LEAs, States, or partnerships consisting of one or more non-profit organizations and a State, one or more LEAs, or both) to develop and implement performance-based compensation systems for teachers, principals, and other personnel in high-need schools. A grantee might use TIF funds to promote equitable access to excellent educators in high-need schools, including by providing incentives to effective educators who choose to transfer to or stay in these schools, establishing career-ladder positions for effective educators, providing additional compensation for effective teachers and principals who take on additional duties and leadership roles, and providing targeted professional development to all educators in high-need schools. TIF funds might also support extra compensation for effective educators who agree to continue working in high-need schools.
- Teacher Quality Partnerships (TQP): The TQP program provides competitive grants to partnerships of IHEs, high-need LEAs, and their high-need schools to implement teacher preparation or teacher residency programs, or both, that will improve the quality of prospective teachers by enhancing their preparation, improve the quality of current teachers through professional development, and help improve recruiting into the teaching profession. TQP funds might be used to help promote greater equity by supporting high-quality pathways into the profession and by placing teachers with strong preparation in high-need LEAs.
- Transition to Teaching (TTT): The TTT program provides grants to SEAs and LEAs, or for-profit organizations, non-profit organizations, or institutions

of higher education (IHEs) collaborating with SEAs or LEAs. The grants can be used to support equitable access to excellent educators by, in high-need schools, recruiting and retaining highly qualified midcareer professionals (including highly qualified paraprofessionals) and recent graduates of IHEs as teachers in high-need schools, including recruiting teachers through alternative routes to teacher certification, and encouraging the development and expansion of alternative routes to teacher certification.

- School Leadership Program: The School Leadership Program assists high-need LEAs in recruiting, training, and supporting principals (including assistant principals) by providing financial incentives to new principals (including teachers or individuals from other fields who want to become principals); stipends to principals who mentor new principals; professional development programs that focus on instructional leadership and management; and other incentives that are appropriate and effective in retaining new principals. An LEA might use assistance provided under the School Leadership Program to develop new, effective principals and assistant principals for high-need schools or to train current principals in implementing college- and career-ready standards.
- State Personnel Development Grants (IDEA, Part D): In order to improve results for children with disabilities, grant funds are awarded to SEAs on a competitive basis to assist in reforming and improving their systems for personnel preparation and professional development, and may be used to provide high-quality professional development based on identified State needs, which may include improving the knowledge and skills of teachers in high-poverty, high-minority schools.
- Indian Education Professional Development Grants: This program makes grants to increase the number of Indian individuals qualified in teaching, school administration, and other education professions, and to improve the skills of those individuals. Awards focus on pre-service teacher and pre-service administrator training.

Generally, recipients of competitive grants must implement projects as described in their approved grant applications. If a grantee wants to use funds under these programs to promote equitable access to excellent educators in a way that is not consistent with its currently approved application for program funds, it may need to request that the Department approve an amendment to its application. Prospective grantees may wish to include specific strategies designed to ensure equitable access to excellent educators in any upcoming grant competitions. A grantee must ensure that any use of Federal funds is consistent with the requirements for the program.

Please note that the list above is not exhaustive and that an SEA or LEA may have other sources of Federal funds that it can use to support its work to ensure equitable access to excellent educators.

F. MEASURING AND REPORTING PROGRESS AND CONTINUOUSLY IMPROVING STATE PLANS

F-1. How should an SEA measure its progress toward equitable access to excellent educators?

An SEA must include in its State Plan a description of the method and timeline the SEA will use to measure progress in eliminating equity gaps for both: (1) students from low-income families; and (2) students of color. The Department encourages each SEA to set a long-term goal to eliminate equity gaps and annual targets for progress toward that goal. For example, an SEA might set a long-term goal of eliminating equity gaps by a specific date, and annual targets toward meeting that goal. Alternatively, an SEA might set annual targets that reflect a reduction in equity gaps by a minimum percentage each year. These goals and targets, like all other elements of an SEA's State Plan, should be informed by meaningful consultation with stakeholders (see questions A-1 and B-1).

In order to effectively evaluate and track progress toward equitable access, an SEA should also evaluate and track the State's progress on addressing root causes. For example, if a lack of effective leadership in high-poverty schools is identified as a root cause of a particular equity gap, an SEA should evaluate if, in fact, leadership in high-poverty schools has improved in order to meaningfully evaluate progress in eliminating that equity gap.

F-2. How might an SEA meet the requirement to publicly report on its progress?

An SEA should ensure that stakeholders have a meaningful opportunity to review information on the State's progress by using multiple methods to disseminate the information. For example, an SEA might meet the requirement to publicly report on its progress by including information on equity gaps and progress on eliminating those gaps on its State report card. To ensure that stakeholders have a meaningful opportunity to review the information, the SEA might also make it available through the SEA's Web site, a public report at a State Board of Education meeting, reports at State education organizations' meetings, social media, traditional media, and dissemination by public agencies or community-based organizations that serve students and their families. (See question B-3 for additional information on the steps an SEA should take to ensure that stakeholders can understand information.)

F-3. How frequently should an SEA update its State Plan?

Under ESEA section 1111(f)(1)(B), an SEA must "periodically" review and revise its State Plan "as necessary ... to reflect changes in the State's strategies and programs" under Title I. Consistent with this requirement, the Department intends to update each State Educator Equity Profile every two years (see question C-4 for a discussion of the State Educator Equity Profile), and encourages each SEA to review and revise its State Plan accordingly. When an SEA revises its State Plan, it should do so based on its analysis of the information it collects on its progress toward eliminating equity gaps, and should continue to seek input from stakeholders on possible revisions.

F-4. How might an SEA continuously improve its State Plan?

The development and submission of a State Plan is only the beginning of the work to eliminate equity gaps; implementation is critical and will lead to new and better information that an SEA should use to continuously improve its State Plan. An SEA should analyze trends in its progress data (see question F-1) in order to identify strengths and weaknesses in its State Plan and implementation of the State Plan, and should refine the State Plan to address any weaknesses.

As described in question D-5, an SEA should also consider adding new ways of collecting information to help improve the root-cause analysis in future years.

Finally, an SEA should continue to reach out to stakeholders (see Section B: Consultation and Input) for input on how well the strategies in the State Plan are being implemented, whether they are achieving the desired results, and whether changes are warranted.

G. PROCESS FOR REVIEW AND APPROVAL OF STATE PLANS

G-1. How will the Department review State Plans?

The Department will review each SEA's State Plan to verify that it meets the statutory requirements (see question A-1). The Department encourages each SEA to take advantage of technical assistance opportunities prior to submitting its plan for review. See question G-3 for more information.

G-2. If the Department determines that an SEA's initial submission of its State Plan does not meet all requirements of ESEA section 1111(b)(8)(C), will the SEA have an opportunity to amend its plan?

Yes. If, after a careful review, the Department determines that an SEA's originally submitted State Plan does not meet all statutory requirements, the Department will work with the SEA to help it revise its plan. The SEA will have an opportunity to work with the Department to make necessary changes.

G-3. What resources are available to help an SEA in creating and implementing its State Plan?

In addition to the Federal funding discussed in question E-5, numerous technical assistance and guidance resources regarding equitable access to excellent educators are available to an SEA. The Department has provided funding to two organizations to support SEAs in their efforts to improve the quality and availability of excellent educators: the Center on Great Teachers and Leaders and the Equitable Access Support Network. Over the coming year, these organizations will engage with SEAs to provide individualized technical assistance and to create communities of practice that bring together SEAs and experts in the field to foster shared understanding and learning about how to implement and continuously improve equitable access to excellent educators. For individualized assistance in creating plans, feedback on draft plans, or

implementation assistance, an SEA is invited to contact either of these entities.

In particular, the Department encourages an SEA to take advantage of the pre-submission review that will be provided by the Equitable Access Support Network, through which the SEA will be able to receive State-specific feedback on a draft plan before the SEA submits it to the Department.

To request information or assistance developing and implementing a State Plan, please contact:

- Center on Great Teachers and Leaders: gtlcenter@air.org, or
- Equitable Access Support Network: EASN@ed.gov.

In addition, an SEA may wish to consult the following materials:⁶

- **Equitable Access Toolkit:** resources including a stakeholder engagement guide, data analysis tool, root cause workbook, and model plan to ensure equitable access to excellent educators. (Center for Great Teachers & Leaders, available at: <http://gtlcenter.org/learning-hub/equitable-access-toolkit>)
- **Moving Toward Equity** (Center on Great Teachers & Leaders, available at: <http://www.gtlcenter.org/learning-hub/moving-toward-equity>)
- **Attaining Equitable Distribution of Effective Teachers in Public Schools** (Center for American Progress, available at: <http://cdn.americanprogress.org/wp-content/uploads/2014/04/TeacherDistro.pdf>)
- **Transfer Incentives for High-Performing Teachers: Final Results from a Multisite Randomized Experiment** (Institute of Education Sciences, available at: <http://ies.ed.gov/ncee/pubs/20144003/index.asp>)
- **Right-Sizing the Classroom: Making the Most of Great Teachers** (National Center for Analysis of Longitudinal Data in Education Research (CALDER), available at: <http://www.caldercenter.org/publications/right-sizing-classroom-making-most-great-teachers>)
- **Portability of Teacher Effectiveness Across Schools** (CALDER, available at: <http://www.caldercenter.org/publications/portability-teacher-effectiveness-across->

⁶ This information is provided for the reader's convenience; it is not an exhaustive list of materials to which an SEA may refer when developing and implementing its State Plan. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of outside information. Reliance on these materials does not guarantee that an SEA is meeting its statutory requirements. Further, the inclusion of information, such as addresses or Web sites for particular items, does not reflect their importance, nor is it intended to endorse any views expressed, or products or services offered by these organizations. Note that, although some of these resources were designed specifically for Race to the Top grantees, the Department believes that the information they contain may be useful to all SEAs and LEAs.

[schools](#))

- **Value Added of Teachers in High-Poverty Schools and Lower-Poverty Schools** (CALDER, available at: <http://www.caldercenter.org/publications/value-added-teachers-high-poverty-schools-and-lower-poverty-schools>)
- **Teacher Mobility, School Segregation, and Pay-Based Policies to Level the Playing Field** (CALDER, available at: <http://www.urban.org/uploadedpdf/1001429-teacher-mobility.pdf>)

G-4. How might an SEA develop its State Plan in conjunction with its request for renewal of ESEA flexibility? May it submit both documents to the Department for review and approval simultaneously?

Access to excellent educators is an integral part of helping to ensure that students are college and career ready, particularly for students in the lowest-achieving schools (i.e., those identified as priority schools under ESEA flexibility) and in schools with the largest achievement gaps (i.e., those identified as focus schools under ESEA flexibility). Because equity gaps could be contributing to achievement gaps, the identification and analysis of equity gaps can support an SEA and its LEAs in targeting appropriate interventions and supports that are designed both to close equity gaps and improve achievement in priority, focus, and other Title I schools. For example, if students in low-achieving, high-poverty or high-minority schools lack equitable access to excellent educators, strategies to recruit and retain excellent educators into these schools might be effective in helping to close both equity and achievement gaps, thereby addressing the ultimate goals of both a State Plan and a State's ESEA flexibility system of differentiated recognition, accountability, and support.

Given the relationship between State Plans and ESEA flexibility requests, an SEA may want to develop key portions of its State Plan at the same time it develops related portions of its ESEA flexibility renewal request. For example, the SEA may want to obtain stakeholder input on the State Plan and the ESEA flexibility renewal request through a single process that simultaneously addresses both documents. Similarly, an SEA may want to develop strategies that will most effectively address both equity gaps and achievement gaps in high-minority or high-poverty priority, focus, or other Title I schools and, therefore, can be incorporated into both the State Plan and the ESEA flexibility renewal request.

An SEA that chooses to develop these documents together is welcome to submit them to the Department simultaneously, as long as an SEA's request for renewal of ESEA flexibility is submitted by the deadline (see ESEA Flexibility Renewal Guidance), which is prior to the deadline for submitting State Plans. Please note, however, that because this guidance is being released in draft form while it is open for comment on the estimated burden to respond to the information collection under the Paperwork Reduction Act, the Department will not review any State Plans until this guidance has been released in its final form in spring 2015. In addition, if the Department modifies this guidance based on comments received on the estimated burden to

respond to the information collection, an SEA that submits its State Plan before the guidance is final may have to amend its State Plan to reflect the final guidance.

G-5. What is the relationship between an SEA’s State Plan and the obligation of the SEA and its LEAs to comply with Title VI of the Civil Rights Act of 1964 by ensuring resource comparability?

On October 1, 2014, the Department’s Office for Civil Rights (OCR) released a Dear Colleague Letter (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>) that discusses the obligation of recipients of Federal funds, under Title VI of the Civil Rights Act of 1964 (Title VI of the Civil Rights Act), to ensure that they neither intentionally discriminate on the basis of race, color, or national origin nor implement facially neutral policies that have the unjustified effect of discriminating against students on the basis of race, color, or national origin (OCR Letter). The OCR Letter further explains that discrimination in the allocation of educational resources – including strong teachers and principals – can constitute unlawful discrimination under Title VI. The OCR Letter makes clear that data revealing racial disparities in access to strong teachers and leaders would rarely, if ever, suffice on its own as proof of a violation of the civil rights obligations under Title VI. In investigating an allegation of discrimination, OCR would necessarily inquire into the justifications behind policies and practices that may have led to those disparities.

Certain goals of Title I of the ESEA and Title VI of the Civil Rights Act are similar: to ensure that all students have equal access to educators who are best able to support students in getting and remaining on track to graduate from high school ready for college or careers. However, there are important differences between these laws. As one example, Title I of the ESEA requires SEAs to focus on ensuring equitable access for both students from low-income families and students of color. On the other hand, Title VI of the Civil Rights Act prohibits discrimination, including discrimination in access to strong teachers and leaders, based on race, color, or national origin, without regard to income levels.

Because of differences between the two laws, the fact that the Department approves an SEA’s State Plan under ESEA, section 1111(b)(8)(C) does not mean that the SEA or an LEA within the State is complying with Title VI of the Civil Rights Act. Nor does a decision under Title VI of the Civil Rights Act not to investigate an SEA or one or more of its LEAs (or a closure or dismissal of such an investigation without finding a violation) mean that the SEA has met its obligations under Title I of the ESEA.

Yet an SEA’s work in developing a high-quality State Plan under Title I of the ESEA may be helpful to the State and its LEAs in ensuring compliance with Title VI of the Civil Rights Act. For example, the Department strongly encourages an SEA, in developing its State Plan, to begin proactively using data on access to excellent educators, including developing robust effectiveness data to identify equity gaps. As discussed in the OCR Letter, that analysis, undertaken by an SEA in connection with the development of a State Plan, may also inform an SEA’s or LEA’s self-assessment of resource comparability under Title VI of the Civil Rights Act. In addition, that analysis, when coupled with the implementation of effective strategies to

address the root causes of those equity gaps as reflected in the SEA's State Plan under Title I of the ESEA, may help both the SEA and its LEAs avoid a Title VI violation or give the SEA or LEA an opportunity to remedy a Title VI violation on its own. Further, such proactive, concrete, and effective efforts would inform any remedies that OCR requires, as a result of an investigation, so that the SEA or LEA can build on its efforts.



MEMORANDUM

TO: **Chiefs, Deputies, Federal Liaisons, and Communications Directors**
FROM: **CCSSO**
DATE: **December 4, 2014**
SUBJECT: **Notice of Proposed Rulemaking on HEA Title II and TEACH Grants – Detailed Analysis**

In the December 3, 2014 Federal Register, the U.S. Department of Education (ED) published a notice of proposed rulemaking (NPRM) that would establish new teacher preparation accountability regulations under Title II of the Higher Education Act (HEA) and amend regulations governing the Teacher Assistance for College and Higher Education (TEACH Grants) program under HEA Title IV. The deadline for commenting on this NPRM is February 2. The notice may be accessed at <http://www.gpo.gov/fdsys/pkg/FR-2014-12-03/pdf/2014-28218.pdf>.

On November 26 we provided a brief, initial summary of the NPRM as posted on the ED website. The purpose of this memo is to provide a more detailed explanation of the proposal.

Background

Under HEA Section 205, each institution of higher education (IHE) that operates a traditional teacher preparation program (or a program that provides an alternative route to teacher certification) and enrolls students receiving federal assistance must provide an annual “report card” to the state in which the program is located and to the general public. By statute this report must include information such as whether the IHE has met its performance goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the state educational agency or ED, the passage rates and average test scores of its teacher preparation students on state teacher certification or licensure tests, the teacher preparation program’s admissions criteria and student demographics, and whether the program has been designated as low-performing by the state.

Section 205 also requires each state to submit to ED, and make widely available, an annual report card on the quality of teacher preparation in the state. This report card must include such information and address such issues as the standards and criteria (which must include indicators of students’ academic content knowledge and teaching skills) that prospective teachers must meet in order to receive initial licensure, information on the reliability and validity of the state’s teacher licensure assessments, the scores and passages rates on those assessments for students from each institution and program in the state, the state’s criteria for assessing the quality of its preparation programs, the admissions criteria and student demographics of each program, and the extent to which the state’s programs are addressing

teacher shortages. This state report card must be issued “in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary.”

Finally, Section 205 also requires the Department to publish and make widely available a national report card on the quality of teacher preparation that includes all of the information collected from the states.¹

HEA Section 207 requires each state to conduct an assessment that identifies its low-performing teacher preparation programs and to assist those programs in improving. The state must provide ED with an annual list of its low-performing programs and of programs at risk of being identified as low-performing. The statute specifies that the levels of performance used by the state in making these determinations are to be determined solely by the states. A program for which the state has withdrawn approval, due to low performance, is ineligible for ED teacher professional development funding, and the program may not include students who receive Title IV student aid.

The HEA also requires ED to regulate to ensure the reliability, validity, integrity and accuracy of the Section 205 report cards and to ensure that states and IHEs use fair and equitable methods in reporting, and it authorizes the Department to promulgate, through a negotiated rulemaking process, regulations governing the termination of Title IV eligibility for low-performing programs.

The TEACH program, authorized by HEA Title IV, Part A, Subpart 9, provides grants of up to \$4,000 annually to undergraduate and graduate students who have demonstrated high performance and aptitude (based on grade-point average and test scores) and commit to teaching math, science, foreign language, bilingual education or reading at a high-need school. Recipients use these grants to undergo teacher preparation at an institution that, among other things, “Provides high-quality teacher preparation and professional development services.” Currently, some 34,000 students enrolled in approximately 800 institutions participate in the program; fewer than 100 IHEs enroll the vast majority of participants.

The Department has stated (including in the new NPRM) that the existing Section 205 reporting framework has not resulted in stakeholders receiving sufficient information on program quality and that the existing data make it difficult to identify programs deserving of recognition or those in need of remediation or closure. The Department thus determined that new regulations are needed that define the indicators of quality that states use to assess the performance of their teacher preparation programs, including (as defined by the Department) more meaningful measures of program inputs and outcomes. The Department also believes that the existing rules and procedures for TEACH Grants do not ensure that the program supports enrollment only in high-quality programs. (According to the NPRM, only 38 teacher preparation programs in 2011 were identified as low-performing or at risk of low performance, and 22 of those programs were based in IHEs participating in the TEACH program.)

¹ The most recent national report card is available at <https://title2.ed.gov/TitleIIReport13.pdf>.

In order to address these concerns, in late 2011 the Department solicited public comments and convened a negotiated rulemaking committee on regulations for Title II reporting and TEACH Grants. Because the negotiated rulemaking committee was unable to reach a consensus, the Department has developed and released its own proposed regulations.

Summary of the Proposed Regulations

Institutional Report Card (IRC)—Starting in October² 2017 (covering the 2016-2017 academic year) and annually thereafter, each institution would report to the state and the public using an IRC format prescribed by the Department. The institution would also be required to post the IRC prominently and promptly on its website.

Note that the proposed regulations would not eliminate content currently required for IRCs. The Department intends to specify the content through a future Paperwork Reduction Act approval process. Unless and until that process is initiated and completed, the current content requirements remain in place and any new directive from the Department will have to include the content requirements specified in the statute.

State Report Card (SRC)—Beginning in April 2018 and annually thereafter, each state would have to submit to the Secretary and make widely available to the public an SRC on the quality of all approved teacher preparation programs in the state, including distance education programs. This report must include all of the information currently required under section 205(b) of HEA, such as pass rates on licensure exams. Implementation of these requirements is not currently funded at the federal level.

Beginning in April³ 2019⁴ and annually thereafter, states would have to make meaningful differentiations in teacher preparation program performance using at least four performance levels—low-performing, at-risk, effective and exceptional—based on the following indicators:

- Student learning outcome—the aggregate learning outcomes of students taught by the teacher, based on “student growth” (change in student achievement, in both tested⁵ and

² The new October 1 annual reporting deadline would be six months earlier than the current deadline of April 1.

³ States currently report by April 1, but for the second preceding academic year. (Each institution reports to the state by April 1 its data for the preceding academic year. The state then reports for that year by the following April 1. For example, the April 2015 SRC will cover academic year 2012-2013.) Under the proposed schedule, a state would receive the institutional data (for the preceding academic year) by October 1 and then complete its SRC by April 1. Thus the SRC would be completed a year earlier than under current practice.

⁴ States would be permitted but not required to implement the new reporting requirements in 2018.

⁵ In the tested grades and subjects, student growth would be measured using, at a minimum, the assessments administered in accordance with Title I of the Elementary and Secondary Education Act, and, as appropriate, other measures.

non-tested⁶ grades and subjects, over time), a “teacher evaluation measure” (percentage of new teachers⁷ rated at each performance level under a school district teacher evaluation system meeting certain criteria, including that the system include student growth as a significant evaluation factor), or both.

- Employment outcomes—the rates of teacher placement⁸, teacher retention⁹, placement in a high-need (high-poverty) school and retention in a high-need school for the new teachers and recent graduates produced by a program. (It is important to note that states would have the option of excluding new teachers and graduates who take teaching positions outside the state, those who take teaching positions in private schools, those who take teaching positions that do not require certification, and those who enter the military or graduate school.)
- Survey outcome data—qualitative and quantitative data collected through, at a minimum, surveys of new teachers and of their employers or supervisors that are designed to capture perceptions of whether teachers in their first year of teaching have the skills needed to succeed in the classroom. The NPRM does not specify whether all new teachers and their employers would need to be surveyed or, alternatively, whether sampling could be used.
- Accreditation or state approval—whether the teacher has graduated from a program that is accredited or meets the criteria described above (i.e., that provides quality clinical experience, content and pedagogical knowledge, etc.).

In categorizing programs into one of the four performance levels, a state would have to use, in significant part, employment outcomes for high-need schools and student learning outcomes (aggregate learning outcomes for students taught by a new teacher). A program could not be rated effective or exceptional unless it demonstrated satisfactory student learning outcomes.

The SRC would also include disaggregated data for each program on each of the indicators identified above, in addition to assurance that each program either: (1) is accredited by a

⁶ Student growth in the non-tested grades and subjects would be measured using such indicators as comparison of pre-course and end-of-course test results, the results of performance-based assessments, and other measures that are rigorous and comparable across schools.

⁷ A “new teacher” would be defined as a teacher who has received certification within the previous three years and teaches at the K-12 level, although a state could also elect to include preschool teachers. A “recent graduate” would be an individual who has met all of the program’s requirements within the last three years, regardless of whether he or she has been licensed or has begun teaching.

⁸ The teacher placement rate would be defined as the rate at which graduates are hired to teach in the subject and grade level for which they were prepared. States would have the option of excluding new teachers and graduates who take teaching positions outside the state, those who take teaching positions in private schools, those who take teaching positions that do not require certification, and those who enter the military or graduate school.

⁹ The NPRM provides three options for calculating the retention rate. The state would have similar flexibility, as with regard to the placement rate (see footnote 8), to exclude certain new teachers and recent graduates from the calculation.

specialized accrediting agency, or (2) produces teacher candidates with “quality clinical preparation” and “content and pedagogical knowledge” and who have met “rigorous teacher candidate exit and entry qualifications,” as those three terms are defined in the NPRM.¹⁰ In deciding whether to make these assurances for unaccredited programs, the state would need to make judgments on such issues as the quality of clinical training, the qualifications of staff who supervise that training, the academic content provided by programs, whether those programs prepare students to teach all students effectively, the rigor of program entrance criteria, and the assessments used to determine whether a student is ready to graduate from a program.

The report must also provide the states weighting of each of the different indicators above and the state level rewards or consequences associated with designated performance levels.

A state’s SRC would report individually on all teacher preparation programs approved to operate in the state¹¹, although there would be separate, someone more flexible, reporting options for programs that produce fewer than 25 new teachers a year. Programs too small for any of those options to work, or for which reporting would violate privacy laws, would be exempted.

Note also that, under current practice, all traditional programs operated by a single IHE are considered a single program for reporting and accountability purposes, as are all alternative-route programs operated by an IHE. The NPRM proposes that each program now be reported on separately, in order to prevent the dilution of data on program quality.

Finally, in developing its procedures for assessing and reporting program quality, the state would be required to consult with stakeholders, including representatives of some 17 interests prescribed in the regulation.

State Identification of Low-Performing or At-Risk Teacher Preparation Programs—In addition to the SRC, the NPRM includes a separate provision with respect to what a state must consider in

¹⁰ In brief, the Department proposes to define:

- (1) a “quality clinical experience” as training that integrates content, pedagogy, and professional coursework around a core set of pre-service clinical experiences, with training that is provided by qualified clinical instructors, and includes multiple clinical or field experiences that serve diverse student audiences and that are assessed using a performance-based protocol;
- (2) “content and pedagogical knowledge” as an understanding of the central concepts and structures of the discipline in which the teacher candidate has been trained and an understanding of how to make that discipline accessible and meaningful for all students, including English language learners and students with disabilities; and
- (3) “rigorous teacher candidate entry and exit qualifications” as, at a minimum, rigorous program entry criteria based on multiple measures and rigorous exit criteria based on assessment of the candidate’s performance.

¹¹ The report would cover both programs operated by IHEs and programs (such as “alternative-route” programs) that are operated by other entities, even though certain provisions of HEA Section 205(b) reference only programs at IHEs. The Department specifically invites public comment on whether the proposed rules would provide alternative-route programs with the information they need on their participants and graduates and on whether the rules would provide equivalent accountability for traditional and alternative-route programs.

identifying “low-performing” or “at-risk” programs. The SRC categorizes each program into one of four performance levels based, in significant part, on “employment outcomes for high need schools and student learning outcomes.” However, in identifying low-performing or at risk teacher preparation programs, the NPRM requires states to use criteria that includes “in significant part, student learning outcomes.” Note that employment outcomes are not a significant factor in identifying low-performing or at-risk programs.

States must provide programs identified as low-performing with technical assistance to help improve their performance. In addition, any program for which the state has “withdrawn the state’s approval or the state has terminated the state’s financial support due to the state’s identification of the program as a low-performing teacher preparation program” is ineligible for ED teacher professional development funding, and the program may not include students who receive Title IV student aid.¹²

The statute also requires the state to provide transitional support, including remedial services if necessary, for students enrolled in that program at the time of termination. The NRPM provides that this transitional support would continue for the period of time a student remains in the program but for not more than 150 percent of the “published length” of the program. In addition, the state would be required to notify the Department within 30 days of terminating a program’s approval or support, and the IHE would notify each affected student of his or her ineligibility for Title IV aid.

Program Eligibility for TEACH Grants—Once the new rules are fully phased in, a teacher preparation program would be eligible to participate in the TEACH Grants program if it: (1) has been rated by the state as “effective” or better in at least two of the previous three years¹³; (2) is not included in the state’s SRC because of its small size; or (3) is an eligible science, technology, engineering or math (STEM) program.

An eligible STEM program would be defined as a program in one of the STEM fields that has had at least 60 percent of its recent TEACH recipients complete at least one year of teaching in fulfillment of the TEACH service obligation within three years of completing the program.¹⁴ If these criteria are met, a STEM program would be eligible whatever its performance classification, if any, under the state’s system. Students participating in STEM programs would major in a STEM field, not in education, but their institutions would arrange for them to take the courses needed for them to enter teaching. The Department would publish an annual list of eligible STEM programs.

¹² Being designated as low-performing or at-risk would not, by itself, make a program ineligible for Title IV assistance and professional development. As in current practice, a program would also have to have its state approval or state financial support withdrawn in order to become ineligible.

¹³ For the 2020-2021 award year, a program would be eligible if it is identified as effective or better in the 2019 or 2020 state report card.

¹⁴ The Department specifically invites comments on whether the three-year window is appropriate and on whether other content areas, such as foreign languages, should be singled out.

Other Proposed Regulations for TEACH Grants – The NPRM also includes several other, probably noncontroversial, revisions to the TEACH regulations. These address issues related to duration of student eligibility, the service obligation, the procedures for discharge from the service obligation because of a disability, and the reinstatement of TEACH eligibility of an individual who has received a discharge. Some of these proposed changes would simply update the regulations to reflect statutory amendments made by the Higher Education Opportunity Act of 2008.

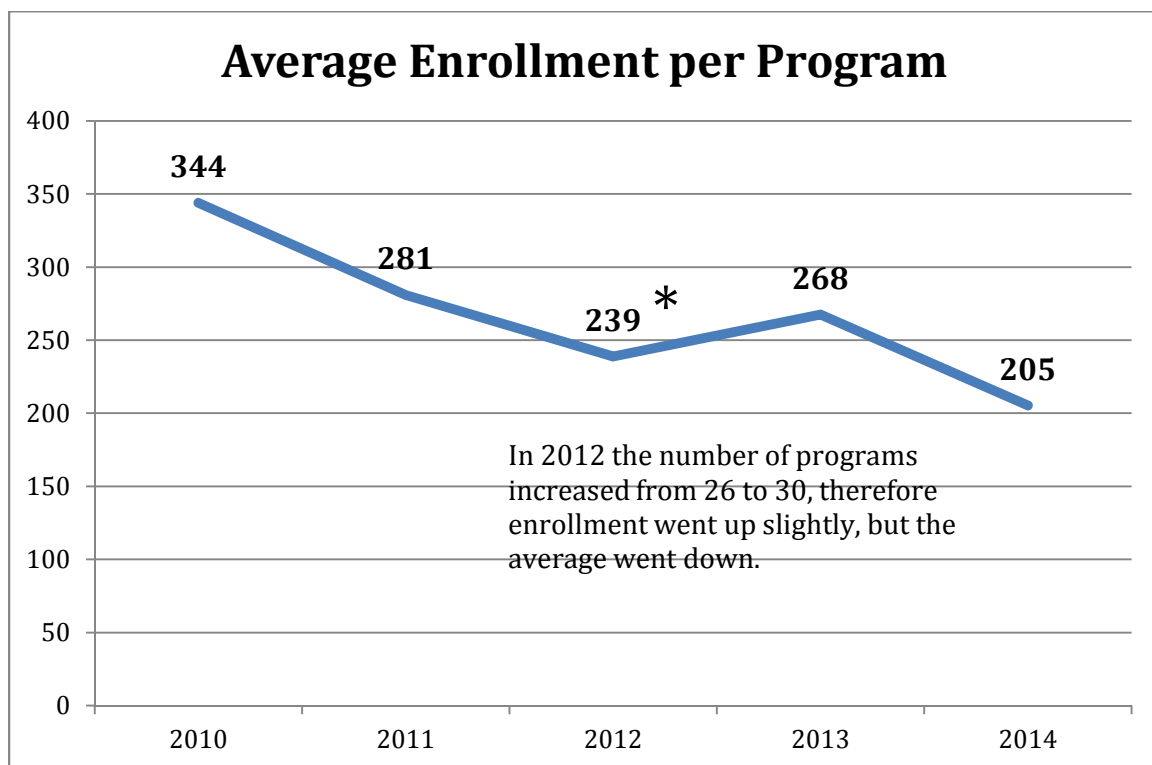
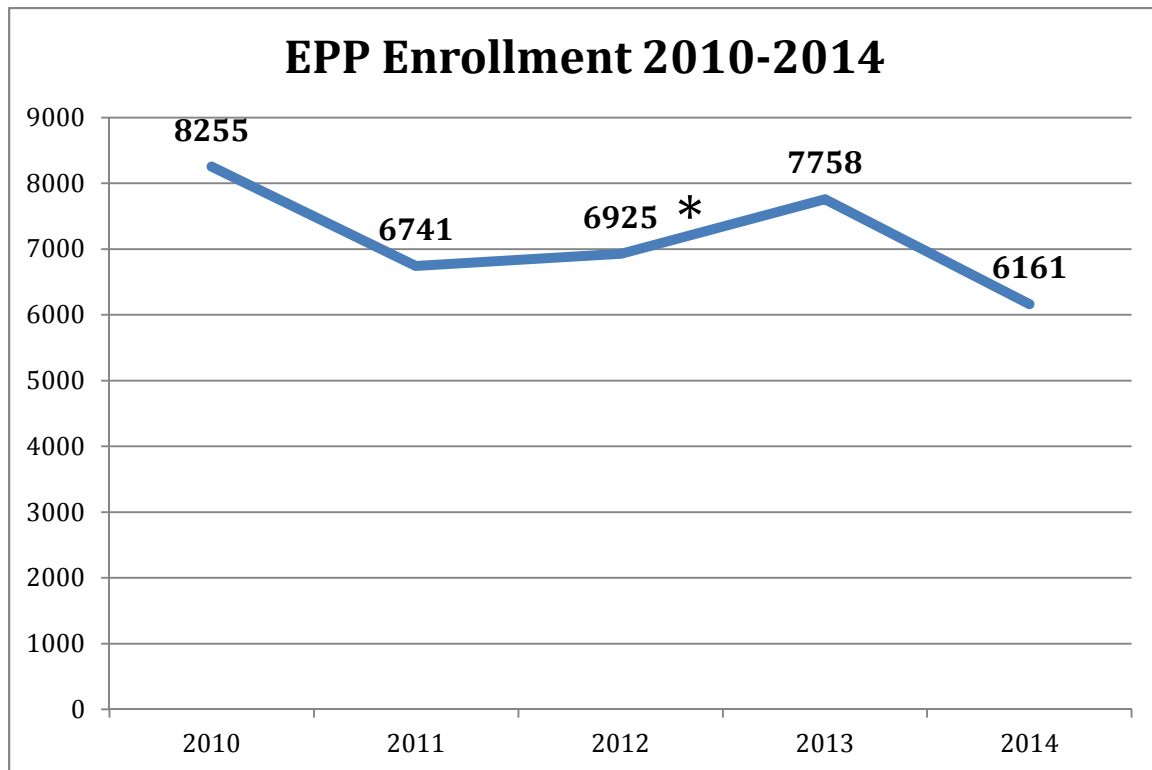
Recap of the Proposed Implementation Deadline

Under the NPRM, the implementation of these additions and changes to the Title II and TEACH Grants regulations would be as follows:

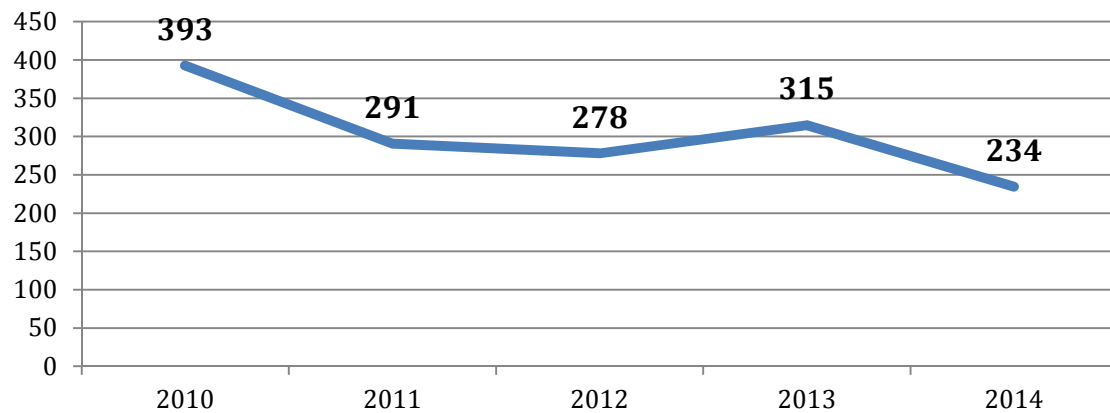
2015-2017	States set up data systems necessary for establishment of their performance rating systems.
April 2017	IHEs submit final IRCs under the old system, covering academic year 2015-2016.
October 2017	IHEs submit initial IRCs under the new system, covering academic year 2016-2017
April 2018	States submit final SRC under the old system (covering academic year 2015-2016) and the first SRC under the new system (covering academic year 2016-2017). The new SRCs may meet the new reporting requirements on a pilot basis.
April 2019	SRCs must meet the new reporting requirements (must group teacher preparation programs into the four categories).
2020-2021	Programs not rated as effective are higher are ineligible for TEACH Grants.

Arkansas EPP Enrollment Charts

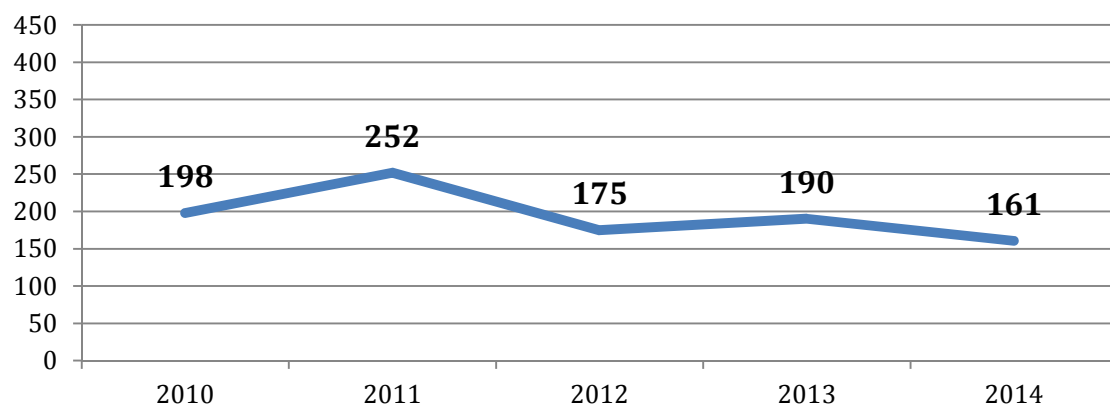
Source: Title II Reports



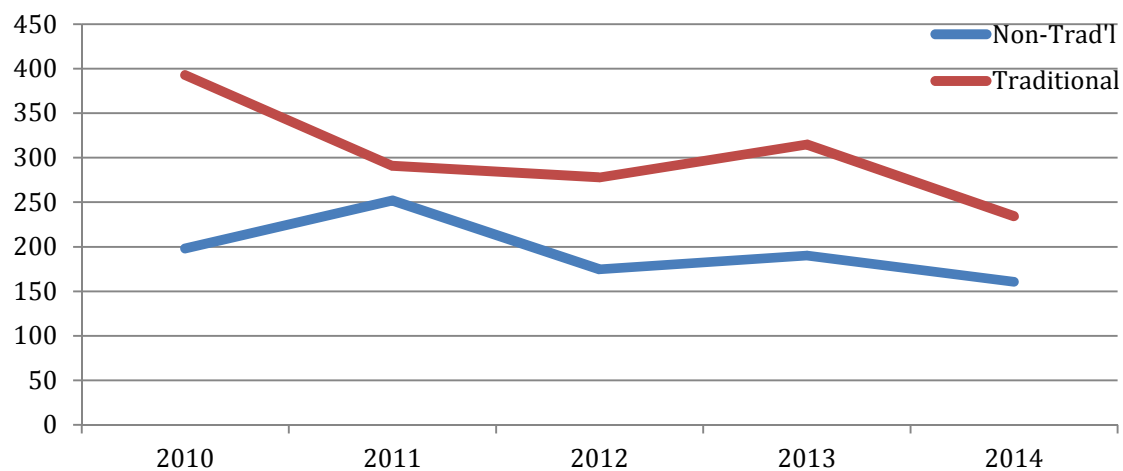
Average Enrollment per Program Traditional Programs - 2010-2014



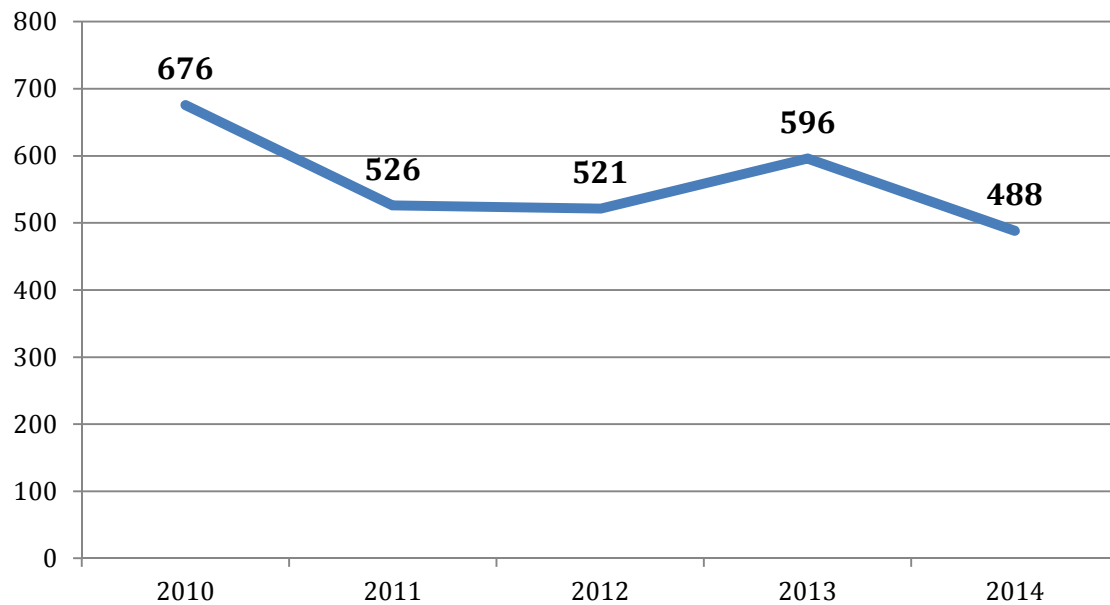
Average Enrollment per Program Non-Traditional Programs - 2010-2014



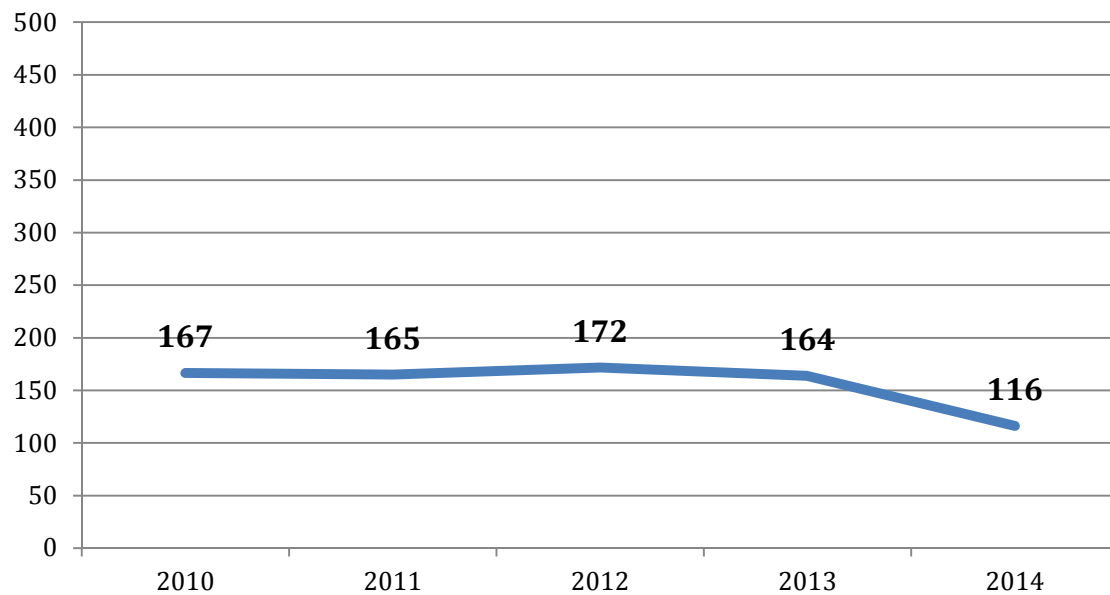
Avg Enrollment, by Type

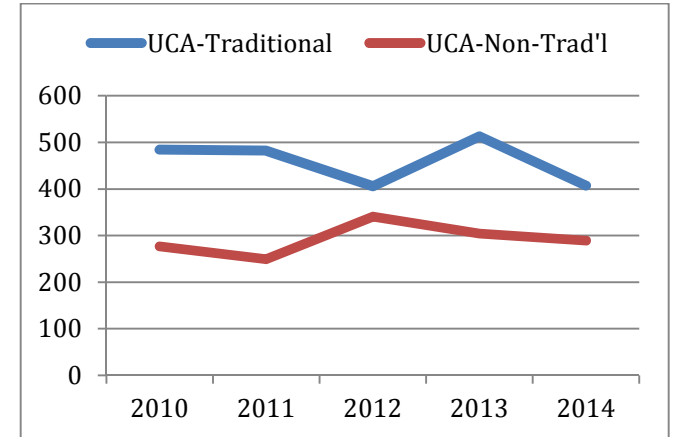
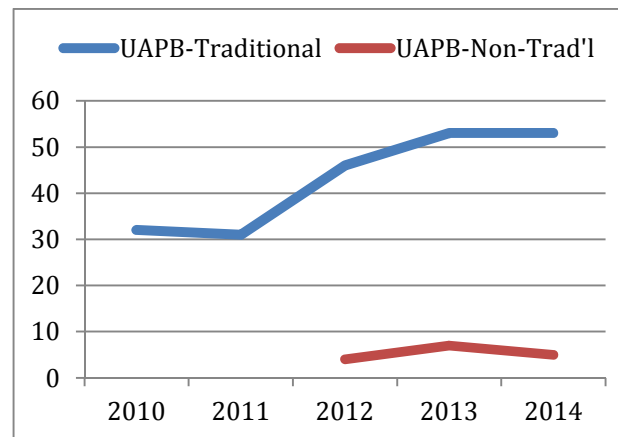
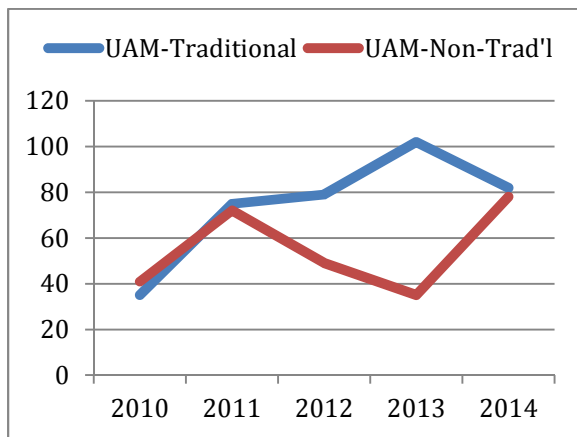
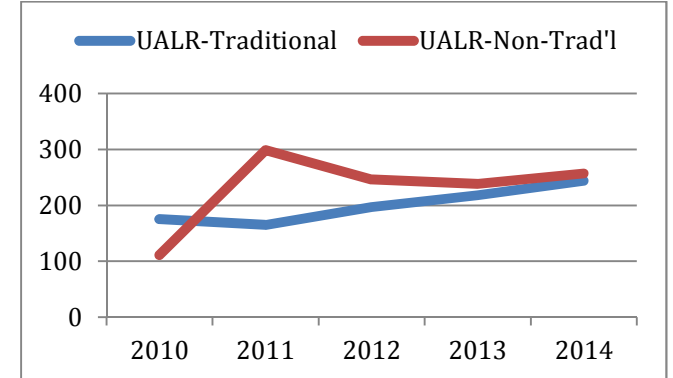
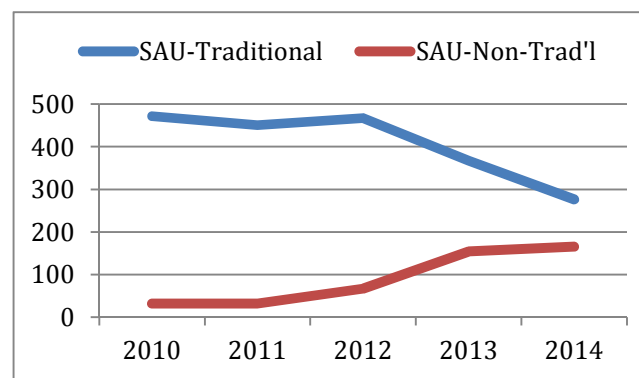
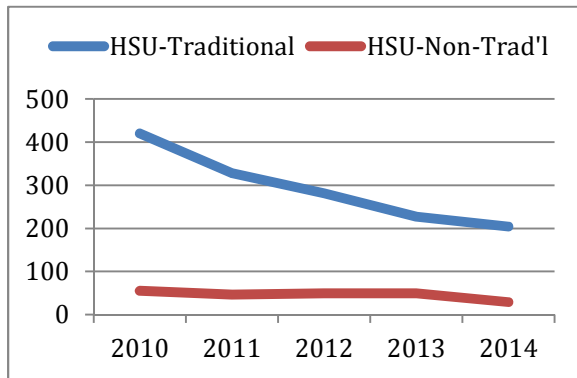
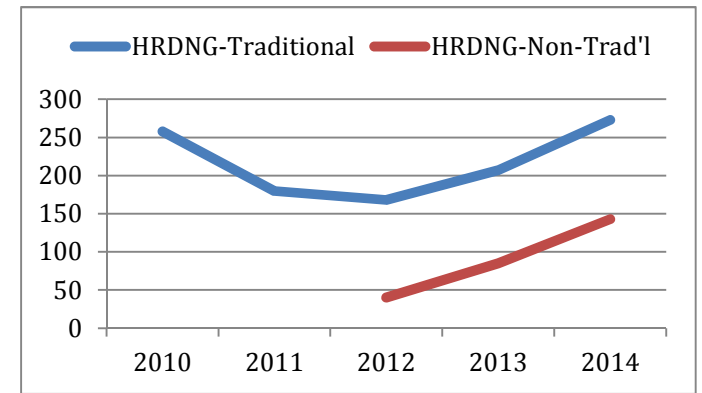
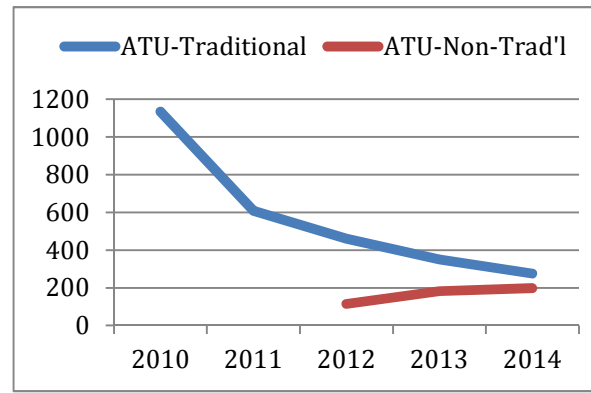
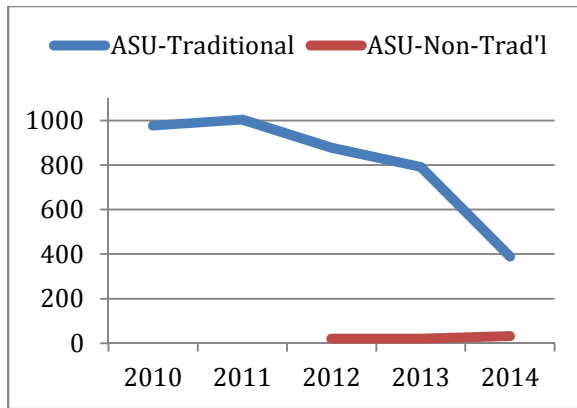


Average Number of Enrollees **Public** IHEs- 2010-2014



Average Number of Enrollees **Independent** IHEs - 2010-2014





Report to State Board of Education



presented by

**Ivy Pfeffer, Assistant Commissioner
Arkansas Department of Education**

January 2015

<http://www2.ed.gov/programs/titleiparta/resources.html>

EQUITABLE ACCESS INITIATIVE

- Pathways Into the Profession
- Workforce, Shortage, and Mobility Data
- Elevating the Status of the Profession

Attract

Prepare

- Initial Certification and Licensure
- Program Approval and Accreditation

Great Teachers
and Leaders
for ALL
Students

Develop, Support, and Retain

- | | |
|--|---------------------------|
| • Recruitment, Selection, and Hiring | • Induction and Mentoring |
| • Career Advancement and Tiered Licensure | • Educator Environment |
| • Evaluation and Professional Learning | • Assignment and Transfer |
| • Recertification and Continuing Licensure | • Compensation |

CORE PRINCIPLES

EQUALITY OF OPPORTUNITY

All students deserve an equal educational opportunity, including equal access to excellent educators.

Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed.

Excellent educators are those fully able to support students in getting and remaining on track to graduate from high school ready for college and careers.

PURPOSE

- Show States where there might be gaps in teacher equity
 - In the State as a whole
 - In specific districts
- Compare certain teacher characteristics
 - In schools with high and low concentrations of students from low-income families
 - In schools with high and low concentrations of students of color
- Identify districts with many of the State's high poverty or high minority schools and dive deeper into their data.

REQUIREMENTS OF STATE PLANS

WHAT AND WHEN

- **Deadline:** June 1, 2015
- Plans must meet the following **six requirements**:
 1. Describe and provide documentation of the steps the SEA took to consult with stakeholders.
 2. Identify equity gaps.
 3. Explain the likely cause(s) of the identified equity gaps.
 4. Set forth the SEA's steps to eliminate identified equity gaps.
 5. Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps.
 6. Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.

Working Timeline for Equitable Access

October/November 2014	Participate in conference calls and webinars; Gather Data; Work with Learning Forward to Share Data
December 2014	Form Preliminary Stakeholder Groups; Analyze Data; Define Key Terms; Conduct Root-Cause Analysis
January-February 2015	Receive Technical Assistance on Plan Development (Review of Progress); Expand Stakeholder Involvement (AEA/ASTA/AAEA/Learning Forward); Draft Plan
March-April 2015	Gather Additional Data; Refine Plan *Planning in conjunction with ESEA Renewal
May 2015	Share Plan in Stakeholder Meetings
June 2015	Submit Plan

Connections to Learning Forward Work

- Sharing Data
- Stakeholder Involvement
- Plans of Action

Arkansas' Educator Preparation Program Accountability

- [Arkansas Statewide Educator Preparation Performance Report](#)
 - Began in 2014
 - Will be updated annually
- IHE Program Audits
 - Audit Criteria
 - Accreditation Status
 - Enrollment data
 - Performance on Assessments
 - Surveys
 - Job Retention
 - Standards being developed

PROPOSED REGULATIONS FOR HIGHER EDUCATION PREPARATION PROGRAMS

<http://www.gpo.gov/fdsys/pkg/FR-2014-12-03/pdf/2014-28218.pdf>

<http://cedar.education.ufl.edu/wp-content/uploads/2014/12/Teacher-Preparation-Regulations-for-CEEDAR.pdf>

Proposal would require states to (annually) answer these questions:

1. How many graduates from each program get teaching jobs?
2. How many program graduates stay in teaching for one, two, and three years?
3. What do teachers, their principals, and districts think about their new teachers' preparation?
4. How much are new teachers' students learning?

Indicators for Ed Prep Report Cards

1) Student learning outcomes—the aggregate learning outcomes of students taught by the teacher, based on “student growth” or “teacher evaluation measure”

In the tested grades and subjects, student growth would be measured using, at a minimum, the assessments administered in accordance with Title I of the Elementary and Secondary Education Act, and, as appropriate, other measures.

Student growth in the non-tested grades and subjects would be measured using such indicators as comparison of pre-course and end-of-course test results, the results of performance-based assessments, and other measures that are rigorous and comparable across schools.

2) Employment outcomes—the rates of teacher placement, teacher retention, placement in a high-need (high-poverty) school and retention in a high-need school for the new teachers and recent graduates produced by a program.

3) Survey outcomes —qualitative and quantitative data collected through, at a minimum, surveys of new teachers and of their employers or supervisors that are designed to capture perceptions of whether teachers in their first year of teaching have the skills needed to succeed in the classroom.

4) Accreditation or state approval—whether the teacher has graduated from a program that is accredited or that provides quality clinical experience, content and pedagogical knowledge, etc.

At state discretion, other indicators predictive of teacher effect on student performance may be used, such as student survey results, but they must be the same for all programs in state.

Proposed Timeline for Ed Prep Policy Requirements

2015-2017	States set up data systems necessary for establishment of their performance rating systems.
April 2017	IHEs submit final IRCs under the old system, covering academic year 2015- 2016.
October 2017	IHEs submit initial IRCs under the new system, covering academic year 2016- 2017
April 2018	States submit final SRC under the old system (covering academic year 2015- 2016) and the first SRC under the new system (covering academic year 2016- 2017). The new SRCs may meet the new reporting requirements on a pilot basis.
April 2019	SRCs must meet the new reporting requirements (must group teacher preparation programs into the four categories).
2020-2021	Programs not rated as effective are higher are ineligible for TEACH Grants.

Equitable Access Initiative and ESEA Accountability

- Access to excellent educators is an integral part of helping ensure that students are college and career ready, particularly for students in priority and focus schools.
- For example, if students in low-achieving, high-poverty, or high-minority schools lack equitable access to excellent educators, strategies to recruit and retain excellent educators into these schools might be effective in helping to close both equity and achievement gaps, thereby addressing the ultimate goals of both a State Plan and a State's ESEA flexibility system of differentiated recognition, accountability, and support.

Implementation Challenges if Rules Enacted

- Availability of Data. Gathering and reporting this information will require linking data from a variety of systems
 - individual districts and schools on one side, and individual training programs (special education, elementary or secondary for example) within each college's department of education on the other side.
 - Connection to state educator effectiveness work and data availability for individual educators
- Renewal of ESEA Waiver or Reauthorization of No Child Left Behind/ESEA
- Continued development and implementation of Educator Effectiveness (Evaluation) Systems
- Cost and Time. Near the end of the 405 pages documenting the proposed rule, the U.S. Department of Education estimates the total start-up burden for this work at 509,913 hours. That amounts to about two or three employees in each state working full-time for two years.



IMPROVING TEACHER PREPARATION: BUILDING ON INNOVATION

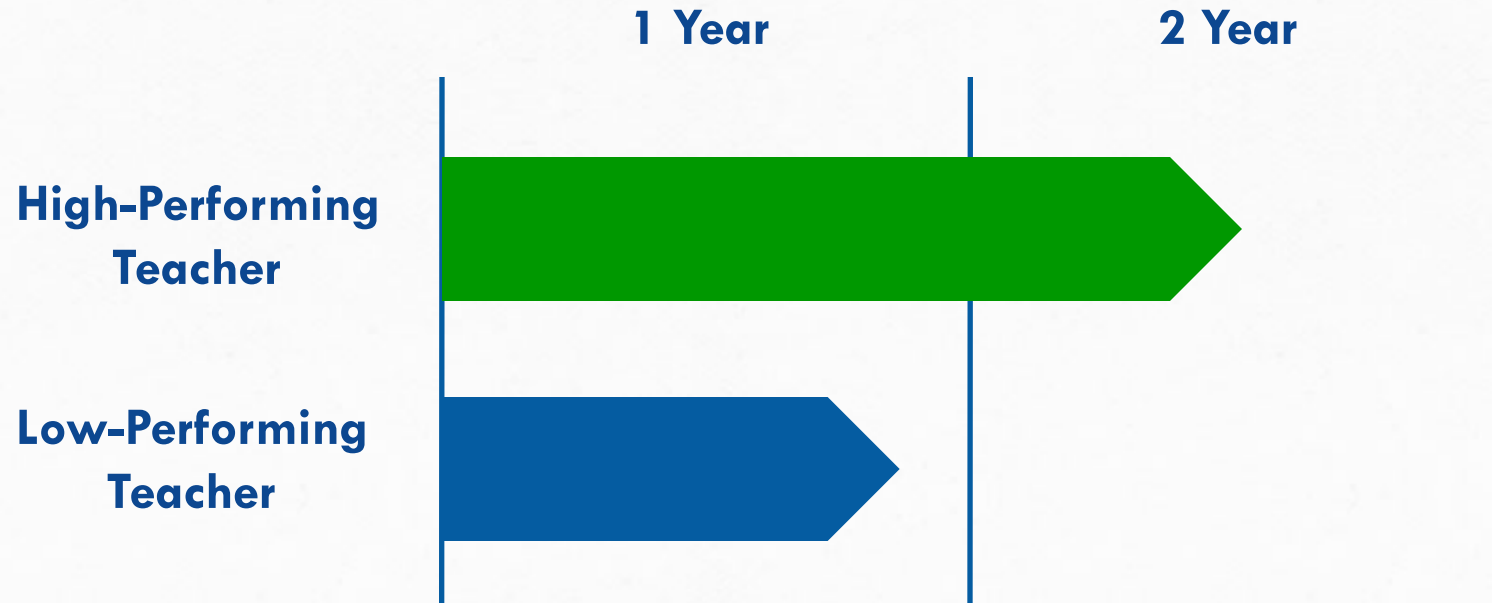
WHAT WE KNOW:

**TEACHER QUALITY IS THE MOST
IMPORTANT IN-SCHOOL FACTOR
AFFECTING STUDENT
ACHIEVEMENT AND SUCCESS**

GREAT TEACHERS MATTER

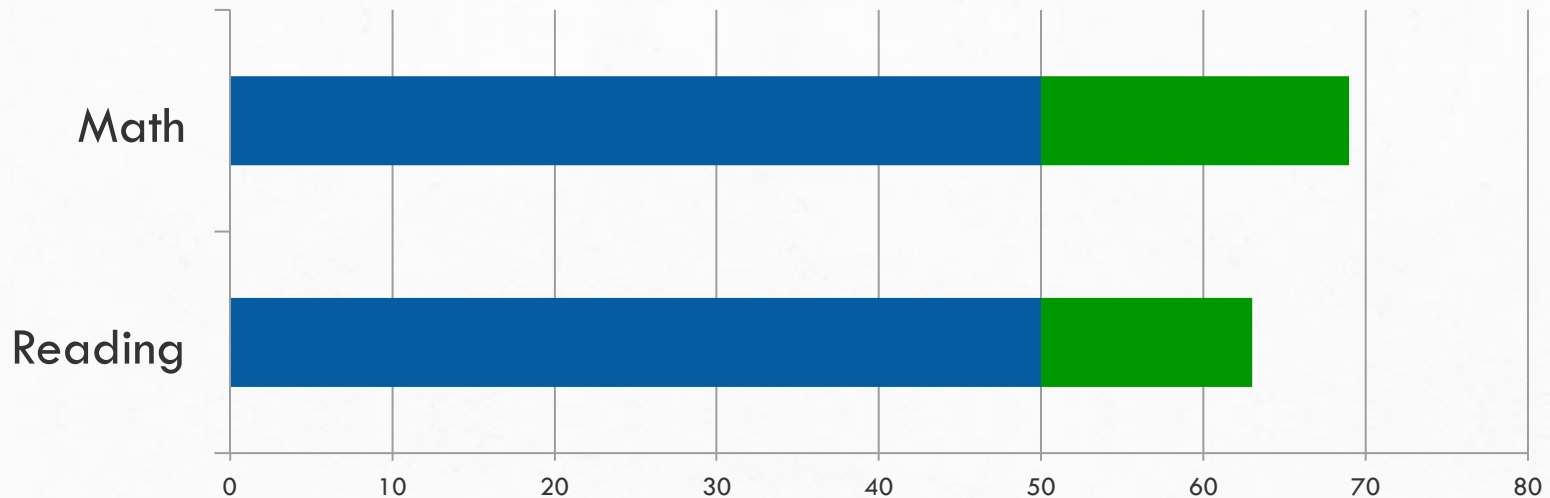
STUDENTS LEARN MORE FROM EFFECTIVE TEACHERS

Teachers in the top 20 percent of performance generate five to six more months of student learning each year than low-performing teachers.



GREAT TEACHERS MATTER

STUDENTS LEARN MORE FROM EFFECTIVE TEACHERS



According to a Tennessee study, the difference in student achievement gains between being assigned a “less effective” teacher and being assigned a “more effective” teacher is roughly the equivalent of a student moving from the 50th percentile to about the 69th percentile in mathematics, and from the 50th percentile to about the 63rd percentile in reading.



GREAT TEACHERS MATTER

THE IMPACT OF QUALITY TEACHING ENDURES

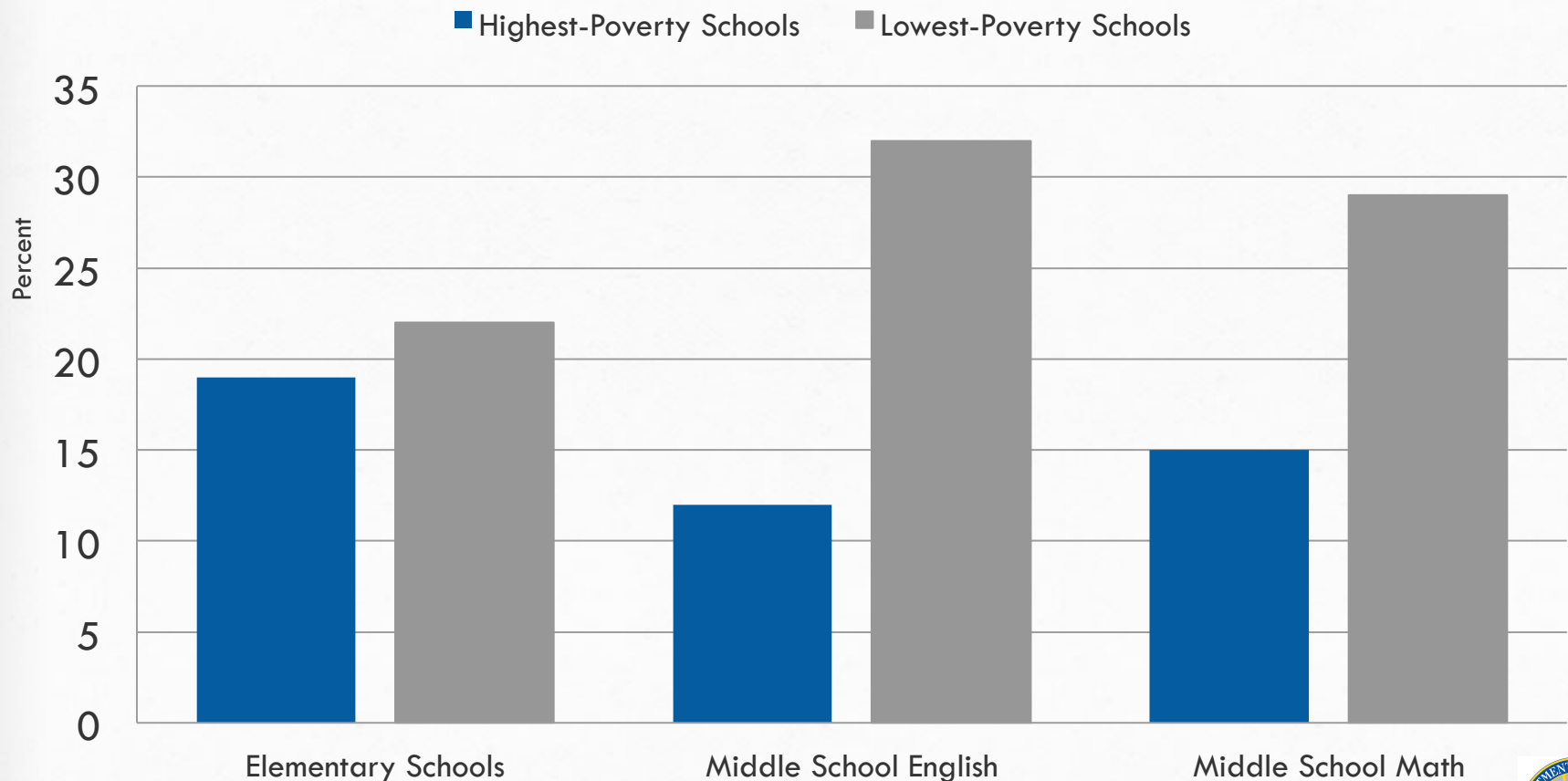
Elementary and middle school students who are taught by a more effective teacher for just one year attend college at higher rates by age 20.



UNEQUAL ACCESS TO GREAT TEACHING

LOW-INCOME STUDENTS HAVE LESS ACCESS TO EFFECTIVE TEACHERS

Percentage of the most effective teachers in high- and low-poverty elementary and middle schools



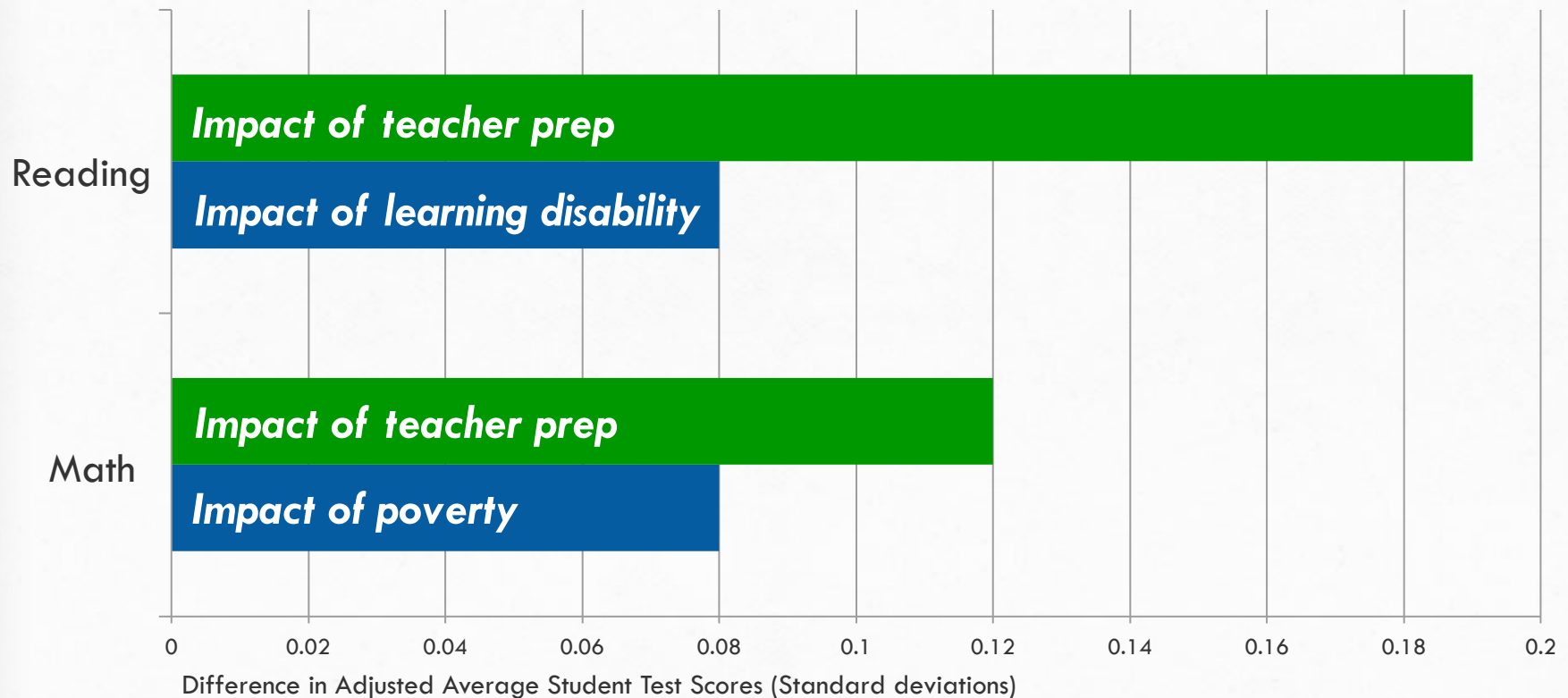
WHAT WE KNOW:

**THE QUALITY OF TEACHER
PREPARATION
HAS A GREAT IMPACT
ON TEACHERS AND STUDENTS**

TEACHER PREPARATION MATTERS

EXCELLENT TEACHER PREPARATION HAS MAJOR IMPACT

In one study, the impact of the top vs. bottom teacher prep programs exceeded the impact of poverty or learning disabilities on student learning



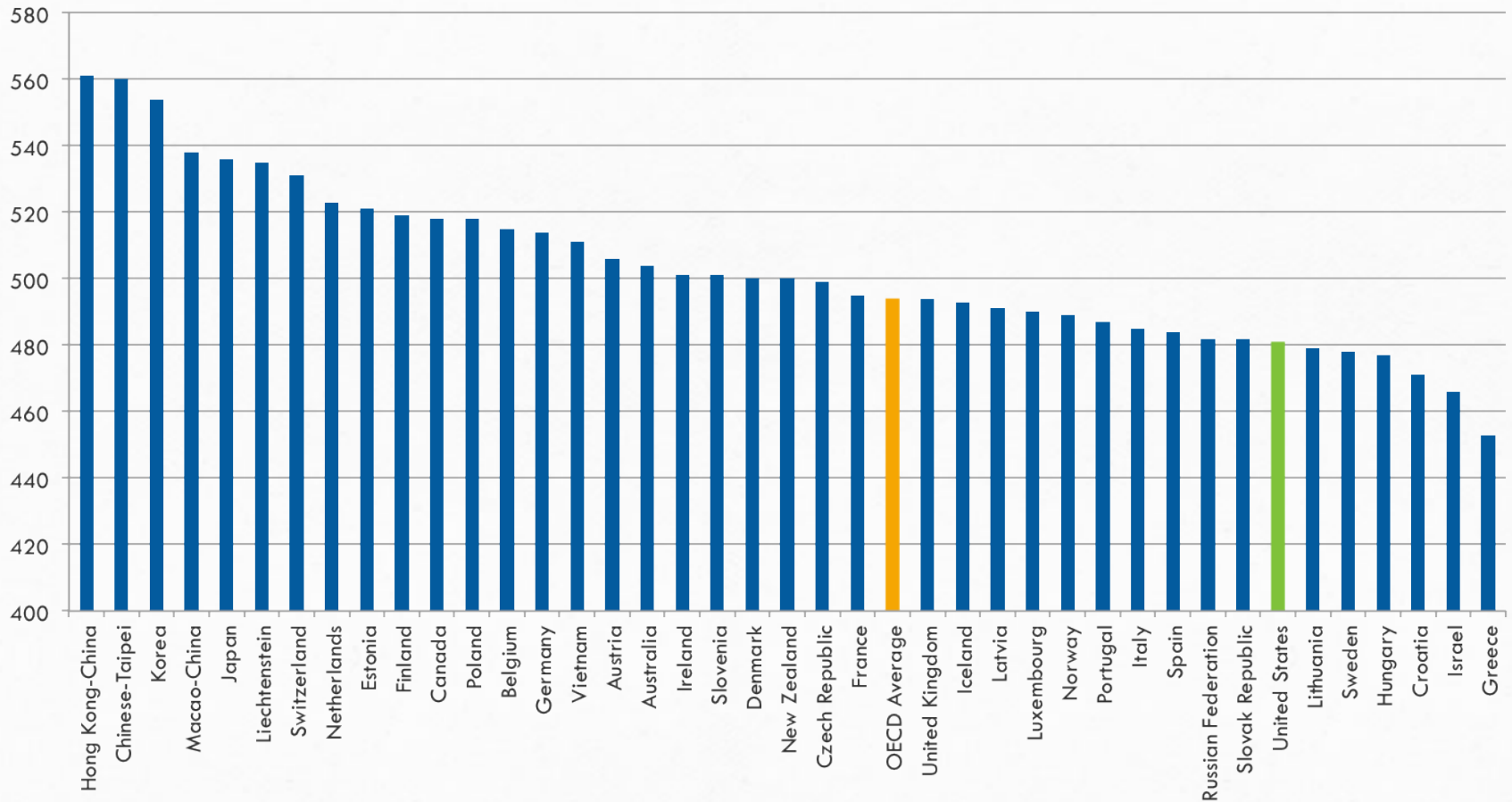
WHAT WE KNOW:

**OUR STUDENTS ARE LOSING
GROUND EDUCATIONALLY
COMPARED TO OTHER NATIONS**

OUR STANDING IN THE WORLD

RESULTS ON INTERNATIONAL ACADEMIC TESTS

2012 Average PISA Scores - Mathematics



“The United States... has lost its once-large lead in producing college graduates, and education remains the most successful jobs strategy in a globalized, technology-heavy economy.”

— The New York Times

WHERE WE NEED TO GO:

THE NEED FOR IMPROVED TEACHER PREPARATION

A COLLECTIVE EFFORT

NATIONAL EDUCATION LEADERS SEEK A WAY FORWARD

Arthur Levine, President, Woodrow Wilson Foundation

62%

Education School Alumni Agree

“schools of education do not prepare their graduates to cope
with classroom reality”



A COLLECTIVE EFFORT

NATIONAL EDUCATION LEADERS SEEK A WAY FORWARD

American Federation of Teachers

“...new teachers give their training programs poor marks in the areas they describe as most important.”

82%

Of teachers believe that better coordination between teacher preparation programs and school districts would improve teacher preparedness

77%

Of teachers believe that aligning curricula with field experiences would improve teacher preparedness



NEW STANDARDS

BASELINE CRITERIA FOR INSTITUTIONS SEEKING CAEP ACCREDITATION



- An average student GPA of 3.0 or higher
- An average student score on a college entrance exam (SAT, ACT, GRE) that ranks in the top 50% by 2016-17 and the top 33% by 2020

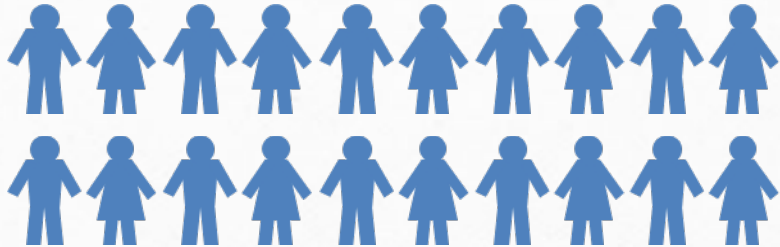
WHERE WE NEED TO GO:

**MORE AND BETTER-TRAINED
TEACHERS
*ESPECIALLY IN HIGH-NEED SCHOOLS
AND FIELDS***

THE NEED FOR TALENTED TEACHERS

Where we are and where we're going

Teachers Trained in 2011-12



 = 10,000 teachers

Teachers Potentially Needed Annually by 2020



TURNOVER AND SHORTAGES

CHALLENGES OF THE TEACHING PROFESSION

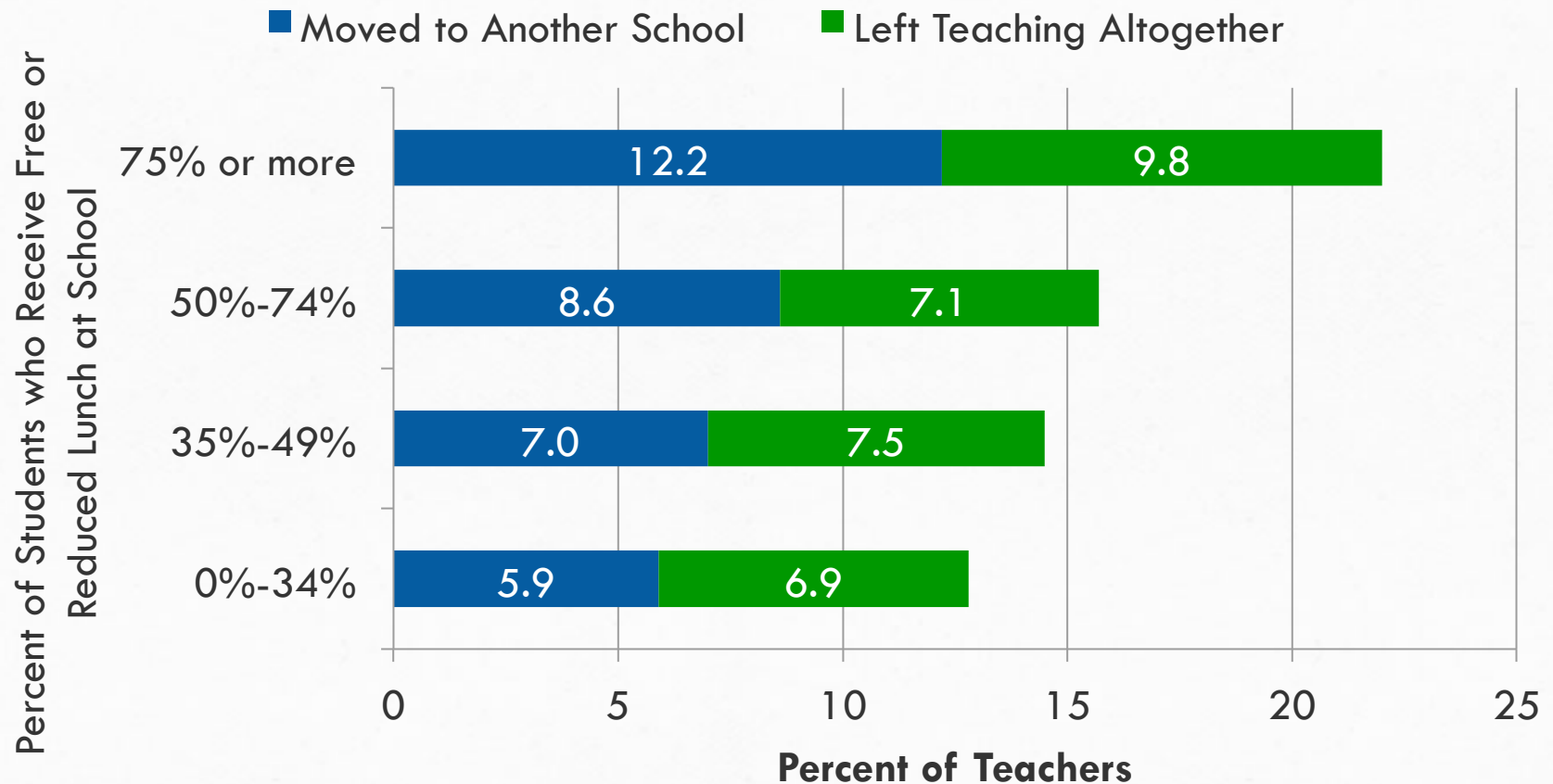
- High-poverty schools experience substantial rates of turnover each year:
 - In 2012-13, an estimated 148,000 teachers in high-poverty schools either changed schools or left teaching altogether
- Principals are roughly 10 percentage points more likely to report serious difficulties filling math and science vacancies than English vacancies
- Research suggests that we have more than enough qualified teachers in reading and language arts, but not enough qualified math and science teachers to compensate for teacher turnover



TURNOVER AND SHORTAGES

CHALLENGES OF THE TEACHING PROFESSION

Teacher Turnover by School Poverty Level: 2012-13



THE CHALLENGE:

**STATE REPORTING
AND ACCOUNTABILITY
FOR TEACHER PREPARATION
PROGRAMS ARE WEAK**

THE STATE OF TEACHER PREPARATION

WEAK STATE ACCOUNTABILITY SYSTEMS

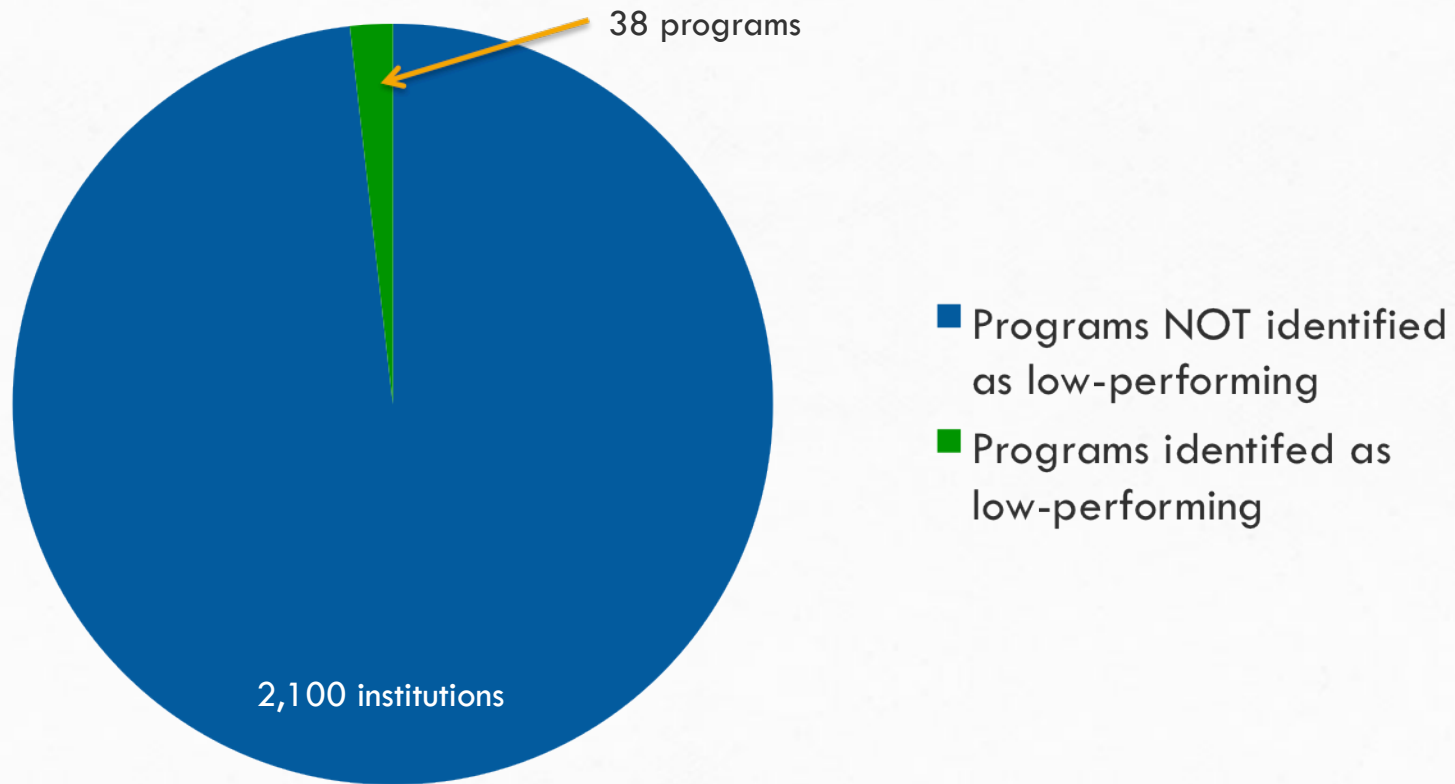
- Historically, state accountability systems have been based on high licensure exam pass rates and program inputs – not student outcomes
- In 2011, just 12 states identified low-performing or at-risk teacher preparation programs
- Over the last twelve years of available data, 34 states have **never** identified a teacher preparation program as low-performing or at-risk



THE STATE OF TEACHER PREPARATION

WEAK STATE ACCOUNTABILITY PROGRAMS

State Identification of Teacher Preparation Programs



THE ROAD AHEAD:

**NEW REGULATIONS WILL BUILD ON
MOMENTUM IN IMPROVING
TEACHER TRAINING**

PROPOSED REGULATIONS

KEY PROVISIONS AND HOW THEY COMPARE TO CAEP

	NPRM	CAEP
Student outcomes: Academic gains among K-12 students as demonstrated through measures of student growth , performance on state or local teacher evaluation measures that include data on student growth, or both , during their first three teaching years	✓	✓
Employment outcomes: Job placement and retention, including in high-need schools	✓	✓
Customer satisfaction: Surveys of program graduates and their principals	✓	✓
Program review and accreditation based on content/ pedagogical knowledge, high quality clinical practice, and rigorous entry/exit requirements	✓	✓
Multiple performance levels resulting from review and accreditation	✓	✓
Flexibility to states and providers in developing multiple measures of performance	✓	✓



PROPOSED REGULATIONS

ACCELERATING VITAL CHANGE

- Unlike current reporting requirements, which focus almost exclusively on inputs, the proposed regulations set forth meaningful outcome indicators for reporting on teacher preparation programs.
- States would have enormous flexibility for determining the specific measures used and evaluating program performance.
- Provide key information on the performance of all teacher preparation programs.
- Create a new feedback loop among programs and prospective teachers, employers, and the public.
- Empower programs with better information to facilitate continuous improvement.



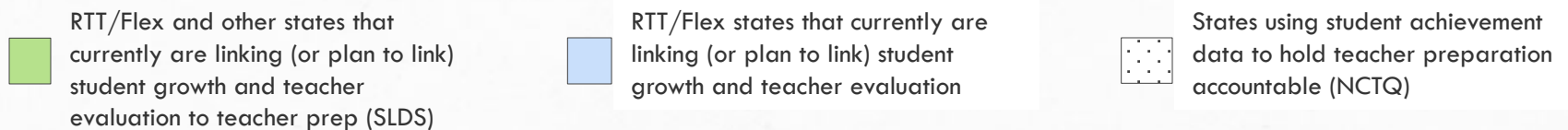
PROPOSED REGULATIONS

KEY FEATURES

- **Performance reporting at the program, rather than institutional, level**
- States would use **a minimum of four performance levels** for programs: exceptional, effective, at-risk or low-performing.
- **Significant flexibility for states**, including in setting performance thresholds and additional performance categories or indicators
- Requiring states to **engage and consult with a broad range of stakeholders**, including teacher preparation programs as well as school leaders and teachers
- Requiring states to **report on rewards or consequences** associated with each performance level and provide technical assistance to low-performing programs
- **Refocusing TEACH Grant eligibility** on programs identified as effective or higher
- Ensuring **STEM programs can be eligible for TEACH Grant**



STATES LINKING STUDENT LEARNING AND TEACHER PREP PROGRAMS



TIMELINE

Sept. 2015	Final regulations published
Acad. Year 2015-2016	States consult and design systems
AY 2016-2017	States and providers begin data collection
Oct. 2017	Providers report AY 2016-17 data to states
April 2018	Pilot year: <ul style="list-style-type: none"> •States submit first/pilot reports with data on new indicators •Identify low-performing/at-risk programs •Option to identify effective/exceptional programs
April 2019	States submit first report with full ratings: <ul style="list-style-type: none"> •“Official” reports with data on new indicators •Required to identify 4+ performance categories for all programs
April 2020	States submit second reports





Overview of the U.S. Department of Education's Notice of Proposed Rulemaking (NPRM) on HEA Title II and TEACH Grants

Presented by CCSSO and Penn Hill Group

December 4, 2014



Background

- ⌘ NPRM Released on December 3
- ⌘ Proposes new regulations to Title II of the Higher Education Act (HEA) as amended by the Higher Education Opportunity Act
- ⌘ Amends regulations to the Teacher Education Assistance for College (TEACH) Grant program under Title IV of HEA
- ⌘ 60 day comment period

Title II of HEA: Current Law

“Accountability for Programs that Prepare Teachers”

⌘ Institutional and program report cards:

- Goals and assurances
- Pass rates and scaled scores
- Program information

⌘ State report cards

- Descriptions of programs, assessments, etc.
- Pass rates and scaled scores

⌘ Secretary’s Annual Report on the Quality of Teacher Preparation

⌘ State functions

- Assessment of programs – “determined solely by the State”
- Identification of “low-performing” and “at-risk” programs
- Consequences and TA

TEACH Grants: Current Law

- ⌘ Authorized under Title IV of HEA
- ⌘ Grants of up to \$4,000 annually to eligible students to use at “high quality” teacher preparation program
- ⌘ Must commit to teaching math, science, foreign language, bilingual education or reading at a high-need school for 4 years
- ⌘ 34,000 students enrolled in approximately 800 institutions

ED Reasons for Changes

Department Raised Concerns with:

- ⌘ Lack of “outcomes” in Title II accountability
- ⌘ Lack of useable information for institutions and students
- ⌘ Lack of programs identified as low-performing or at-risk (38 in 2011)
- ⌘ Lack of criteria defining “high quality” with respect to TEACH eligible institutions

Overview of NPRM

1. Maintains current reporting requirements
2. Expands state report cards
3. Establishes new indicators of program quality
4. Requires identification of additional performance levels of programs
5. Ties Title II accountability to TEACH grants program eligibility

Institutional Report Cards

- ⌘ NPRM maintains current annual data reporting as required under Title II
- ⌘ Beginning in 2017 – report on quality of program consistent with law “using an IRC prescribed by the Secretary”
- ⌘ Would expect this to align with new SRC reporting requirements
- ⌘ Prominently and promptly post on institution/program website

State Report Cards

- ⌘ NPRM maintains current annual data reporting as required under Title II – post on state's website
- ⌘ 2018 – States submit SRC as prescribed by Secretary, including for distance education programs
- ⌘ 2019 – States make meaningful differentiations in program performance based on the following “indicators of academic content knowledge and teaching skills”:

State Report Cards: Indicators

1) Student learning outcomes—the aggregate learning outcomes of students taught by the teacher, based on “student growth” or “teacher evaluation measure”

- In the tested grades and subjects, student growth would be measured using, at a minimum, the assessments administered in accordance with Title I of the Elementary and Secondary Education Act, and, as appropriate, other measures.
- Student growth in the non-tested grades and subjects would be measured using such indicators as comparison of pre-course and end-of-course test results, the results of performance-based assessments, and other measures that are rigorous and comparable across schools.

2) Employment outcomes—the rates of teacher placement, teacher retention, placement in a high-need (high-poverty) school and retention in a high-need school for the new teachers and recent graduates produced by a program.

State Report Cards: Indicators

3) Survey outcomes —qualitative and quantitative data collected through, at a minimum, surveys of new teachers and of their employers or supervisors that are designed to capture perceptions of whether teachers in their first year of teaching have the skills needed to succeed in the classroom.

4) Accreditation or state approval—whether the teacher has graduated from a program that is accredited or that provides quality clinical experience, content and pedagogical knowledge, etc.

At state discretion, other indicators predictive of teacher effect on student performance may be used, such as student survey results, but they must be the same for all programs in state.



State Report Cards

- ⌘ Differentiations must include at least 4 levels: low-performing, at-risk, effective and exceptional
- ⌘ Employment outcomes for high-need schools and student learning outcomes must be a significant part in determining performance levels
- ⌘ To be identified as “effective” or “exceptional” program must have “satisfactory or higher student learning outcomes”

State Report Cards

⌘ Report must also include:

- Assurance program is accredited (or meets alternative criteria)
- Disaggregated data for each indicator
- State's weighting of indicators used in assessing performance
- Performance on each program (25+)
- State-level rewards or consequences

State Report Cards

States must also:

- ⌘ Establish procedures for assessing and reporting performance in consultation with stakeholders
- ⌘ Periodically examine quality of data and reporting activities

Identification of “Low-Performing”

- ⌘ NPRM describes what states must consider in identifying low-performing or at-risk programs:
 - Must, “at a minimum” use indicators of academic content knowledge and teaching skills “including, in significant part, student learning outcomes”
- ⌘ NPRM builds upon technical assistance requirement with specific examples

Identification of “Low-Performing”

- ⌘ Restates law with respect to consequences including inability to accept or enroll students receiving Title IV aid
- ⌘ Expands disclosure to prospective students
- ⌘ Sets higher bar for reinstatement – Secretary review

TEACH Grant

Sets criteria for programs eligible to participate in TEACH Grants:

- Has been rated by the state as “effective” or better in at least two of the previous three years
- Is not included in the state’s SRC because of its small size; or
- Is an eligible science, technology, engineering or math (STEM) program.

Timeline

2015-2017	States set up data systems necessary for establishment of their performance rating systems.
April 2017	IHEs submit final IRCs under the old system, covering academic year 2015- 2016.
October 2017	IHEs submit initial IRCs under the new system, covering academic year 2016- 2017
April 2018	States submit final SRC under the old system (covering academic year 2015- 2016) and the first SRC under the new system (covering academic year 2016- 2017). The new SRCs may meet the new reporting requirements on a pilot basis.
April 2019	SRCs must meet the new reporting requirements (must group teacher preparation programs into the four categories).
2020-2021	Programs not rated as effective are higher are ineligible for TEACH Grants.

Questions?

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